# Music development plan summary:Glazebury CE Primary School

## Overview

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| Detail | Information |
| Academic year that this summary covers | 2024 - 2025 |
| Date this summary was published | October 2024 |
| Date this summary will be reviewed | October 2025 |
| Name of the school music lead | Mrs K Mowbray  |
| Name of school leadership team member with responsibility for music (if different) | Mr Sachin SharmaMrs Keri Goman |
| Name of local music hub  | Warrington |
| Name of other music education organisation(s) (if partnership in place)  |  |

This is a summary of how our school delivers music education to all our pupils across three area:

* curriculum music,
* co-curricular provision
* musical experiences

The summary will indicate what changes we are planning in future years. This information is to aid parents/carers and children understand what our Glazebury CE Primary offers and who we work with to support our pupils’ music education.

## Part A: Curriculum music

This will indicate what is taught within lessons, show how much time is spent teaching music and any music qualifications or awards that children can achieve.

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|  **EYFS** : here the main focus is singing and rhythm for both Reception and Nursery, although there are opportunities to explore instruments through music lessons specifically designed for Reception and through continuous provision in both settings. In Reception, there is one short discrete music lesson which increases in length throughout the year provided by the Charanga music scheme of work. In addition, singing takes place throughout the school day, often linked to other learning opportunities, such as the singing of number rhymes. All our pupils are taught to listen attentively, move to and talk about music, expressing their feelings and responses; sing in a group or on their own, increasingly matching the pitch and following the melody; they explore and engage in music making and dance, performing as a class, solo or in groups.**Key stage 1 and Keystage2**: all aspects of National Curriculum music are taught within school. The music curriculum in our school is taught for at least one hour each week in KS1 and KS2; this includes a 40 minute weekly music lesson plus 5 minutes listening to music each day **In EYFS, KS1 and KS2**, every music lesson in our school will include the teaching of singing and opportunities for listening and responding/listening and appraising. The outline of the lessons start with :EYFS and Key stage one lesson outlines are:* Listening and responding
* Games track
* Learn to sing the song
* Learn the actions to the song
* Share and perform

In KS2,this progresses to add :* Play your instrument to the song
* Improvise the song
* Compose
* Share and perform , as class, groups and individual.

 There will be a balance of playing, improvising and composition across the year this includes elements of musicianship (i.e. pulse/beat, rhythm and pitch) Our **music medium term plans** (on our school website) detail how we teach music each half term and ensure that we teach age appropriate singing, listening, performing, reading notation, music technology, improvising and composing; Using Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The Activity Manual guides you through each strand of musical learning from Reception to Upper Key Stage 2 Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn’t necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.Singing is a strength of the school. Children sing in curriculum music, collective worship to support Christian events such as Harvest, Remembrance , Nativity, Christmas and Easter, in worship, within the local community with the school choir, that every child from Year 2 upwards can participate in. All pupils in KS1 and KS2 have access to **whole-class instrument** lessons taught by the class teacher, Instruments used are full class sets of recorders, and glockenspiels plus a variety of untuned percussion, all owned by the school. We also have a class set of Ukuleles. * A class set or half a class set of glockenspiels - this is the most important resource along with any un-tuned percussion instruments you might have in school
* iPad app – glock is available
* Recorders – used to experience playing and teaching this instrument
* If children play band/orchestral instruments, we would encourage them to use those instruments in the music lesson

 The Charanga music scheme is used to particularly support the whole class teaching of recorders and keyboards. Through our Charanga music scheme of work we explore a variety of music from around the world including genres of music that represent other cultures such and Bhangra, Reggae, hip hop, classical music and western music. Although we will be looking to make more impactful links with our two year rolling programme to explore further. Music Technology is mainly taught through recommended apps on iPads from Charanga Music scheme of work aligned to the computing curriculum.All pupil premium children are fully engaged with curriculum music. All SEN pupils have been able to fully access curriculum music. We use the following Key resources: Charanga (especially for music instrumental teaching), BBC 10 pieces, Out of the Ark (for songs linked to topics when appropriate) and you tube for specifically curated songs to share in worship. |

## Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

All our pupils sing with confidence and passion in worship; pupils sing to backing tracks, in particular, you tube approved tracks.

We use singing to help ‘sticky’ learning in other subjects through, for example, songs which link to days of the week, months of the year, times tables and link to our topics such as history, songs which help us to learn the names of the oceans and/or continents in geography or science relating to states of matter.

A singing group/choir led by a member of staff and meet to sing/practise once a week. Children perform in church and in the community (for example at Bents and local care homes at Christmas time).

Pupils perform in a production at least six times during primary school; Reception, year 1 and year 2 perform in the nativity (three Nativity performances); and leavers production (involving Y5 and Y6) .

Currently, we do not have a school orchestra although we are open to explore teaching of instruments further to facilitate this in the future.

## Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Pupils perform in a production at least six times during primary school; Reception, year 1 and year 2 perform in the nativity (three Nativity performances); and leavers production (involving Y5 and Y6) . We also have yearly a Glazebury’s Got Talent event where children are encouraged to perform either individually as a group or class.

Pupils having the opportunity to listen to live music is an area for development – living in the location we are limits the availability to call on others to visit and equally for us to take children out to hear live music.

We provide further musical experiences for our class, i.e.

* Workshops through Accent hub Warrington, such as a Chinese drumming workshop
* We also ensure that we take children to a pantomime at Christmas to experience a band playing and the musical genre
* We also have our year 3 and year 4 class take part in the Warrington Primary Arts Network where children both sing and dance on a real stage in front of an audience at Parr Hall Warrington.

We are hoping to further develop links to encourage musicians to come into school this year.

In partnership with Physical Education curriculum we realise the importance of dance and moving expressively to music. Dance is taught as part of our PE curriculum to a range of different musical styles, for example Street dance. Specialist dance teachers have come into school to teach the children a range of dances to a range of musical styles particularly related to year 3 and 4 for their PAN performance.

Parents are charged for external visits, i.e. to the theatre and to watch a concert. Pupil Premium children are able to access these experiences free of charge.

## In the future

This is about what the school is planning for subsequent years.

Funding for music is part of our school budget. However access to instruments have been provided by our Parent Teaching Association who funded 30 ukuleles.

We are hoping to explore more music performance opportunities with our Academy trust and will be attending the Music Network for CPD and to network for the links to enable this to be possible. Glazebury CE does have its own minibus and we are hoping to arrange to visit other schools in 2025 from our trust.

We hope to establish both a ukulele and recorder club in the Spring 24/25 to promote playing a musical instrument further with the recorder club being for Key stage one children and the ukuleles being for Key stage 2.

We will strengthen links with local high schools especially to provide more opportunities for listening to live music; we will also ensure that all children have at least one opportunity (if not more) to visit a concert hall and listen to a live orchestra. We will explore other opportunities for high quality musicians to perform for the children in school.

We need to develop and refine the assessment of music and will be looking to the LDST Music network for support in this over the coming years.

In future years, we will explore the opportunity of starting a school orchestra even if small.

We will ensure that we create a timetable of current music experiences, i.e. experiencing a live orchestra in a concert hall and upload to the school website to also prioritise our offer.

## Further information