# Music Development Plan Summary: *Belton CE Primary School*

## Overview

|  |  |
| --- | --- |
| Detail | Information |
| Academic year that this summary covers | 2024 - 2025 |
| Date this summary was published | 03/09/2024 |
| Date this summary will be reviewed | 03/09.2025 |
| Name of the school music lead | Miss Amy North |
| Name of local music hub | Leicestershire Music Hub |

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils’ music education.



## Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

|  |
| --- |
| Curriculum Vision **Music enables children to express their creativity, learn music theory and appreciate the art form. We enable children to develop a sound knowledge of pulse, voice, rhythm, pitch, music technology and 20th Century Music. Children have the chance to not only to learn substantive knowledge but specific skills such as how to appreciate and evaluate the work of themselves and their peers. Music is very important to the school’s curriculum as it gives children the opportunity to learn something creative and artistic moreover build confidence through composition and performance** Intent At Belton CE Primary School we want children to be the best they can be. We do this through our curriculum which is designed to promote high outcomes in all areas and ignite the curiosity and enthusiasm for learning. Our music curriculum is no exception to this. Our children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of pulse, voice, rhythm, pitch, technology, 20th Century music and music from different cultures as well as learning technical vocabulary for these elements. As children’s confidence builds, they enjoy the performance aspect of music, promoting individual talents, wellbeing and confidence and links with the local community. Implementation Music is taught as a discrete subject but also across the curriculum. Areas of learning such as in phonics, times tables in maths and movement in dance can all incorporate different elements of music. Performances such as Christmas plays and nativities and end of year shows demonstrate that music is important to the life of the school. Extracurricular activities such as peripatetic music lessons also provide children with experience of making music.  Through the Early Years Foundation Stage, the prerequisite skills for music are obtained. The children are encouraged to sing songs, make music, dance and experiment with ways of changing them. The genres of music focused on throughout the EYFS will be Country Music, Big Band and Michael Jackson. In years one to six, this solid foundation is quickly built upon through fun and engaging structured weekly lessons supported by the Leicestershire Schools Music Service. The music curriculum is taught to our mixed age classes from year one through to year six in a rolling two year program. Not only do we cover the set syllabus but children in Year 3 and 4 take part in whole school Instrument t Tuition in Ukulele for an entire year. Impact The impact of teaching music will be seen across the school with an increase in the profile and enjoyment of music. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and children across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future. Our extracurricular response to piano lessons and young voices has also been impacted by the strength of our music provision. SEN Statement Music is for everyone; however, an important role of teachers is to take steps to remove barriers to music making for those children with SEND.  Teachers assess the potential barriers and make plans for adaptations when required. Examples of adaptations include creating smaller chunks when learning and reading words to a song, considering language development, call and response with increased use of “I do – you do”, more repetition, adaptations to instruments (including providing quieter instruments), adaptation of rhythms and notes and ensuring a consistent structure and routine to lessons is maintained throughout school. Model Music Curriculum The Leicestershire Music Curriculum aims to teach the subject content of the National Curriculum and the expectations of the Model Music Curriculum (MMC). This is achieved through a progressive approach that builds on substantive and disciplinary knowledge being taught through the 6 units of work.  Also, through our Music Appreciation in worship we cover the vast variety of songs set out by the MMC. |

## Part B: Extra-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.

|  |
| --- |
| Our Extra-Curricular offer is ran by all staff across the school. They lead a variety of activities that is funded by the school and parents.  Singing happens regularly in school and there is planned opportunities for children to take part in singing assemblies. These are led by Miss North our music lead in school. The children’s singing is accompanied by backing tracks. The school offers a yearly young voice choir that children in KS2 can take part in. Rehearsals are ran weekly over several months and they are led by Mrs Yendall and Miss North as a second.  The children are very motivated to participate and we take them to Birmingham NEC to perform at every year at the resort’s world arena. A more regular and consistent approach to singing assemblies  We have no school ensembles as part of our extracurricular offer. We currently have no ensembles in school so this would be something to look into. Piano is taught as an individual tuition lessons that are subsidised by parents. It is taught by an outside teacher who runs their own business. Children are engaged by seeing friends taking part in the lessons. We currently have 5 girls taking part on a weekly basis. However, drop out rate is high due to parents not liking them being taken out of lessons for each session. |

## 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.

|  |
| --- |
| In addition to planned curriculum time for music, children also have additional musical experiences, which occur during the school year and contribute to the overall planning and time allocation for music.  On a weekly basis, all pupils take part in a 30 mins singing assembly, using materials from ‘Out of the Ark.’ These songs are performed as a whole school at other assemblies throughout the year.  Across all key stages, children have a range of opportunities to experience live musical theatre performances:  • At Christmas, FOBS and parents support the school with an annual pantomime trip.  • At Christmas ‘In Any Order’ a local folk band perform for pupils, staff and parents.  • Children have completed Be Skilled events where they have done singing, dancing and turntabling.  • Children in Year 1/2 perform the nativity, Year 3/4 do an Easter Performance and Year 5/6 do a leavers play.  • Pupils take part in Leicestershire Music Activities  • Pupils have an opportunity to attend a large-scale performance at Young Voices 2025 (Pupil Premium reduction applies)  Children also have a range of opportunities to watch each other perform live. Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.  The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music  making, through support at events and through home learning. |

## In the future

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

|  |
| --- |
| Here our schools’ targets for music.  DEPARTMENT LONG-TERM PLAN (2-3 YEAR TIMESCALE):  1. Raise the importance of Music teaching throughout a broad and balanced curriculum.  2. To have an assessment tool that can help teachers to understand the children’s true understanding.  3. Have a subject leader that can well assess what good music teaching looks like.  DEPARTMENT/SUBJECT PRIORITIES (1 YEAR TIMESCALE):  1. Ensure the quality of Music Teaching across all classes.  2. Look at the use of tuned instruments in school – what funding can we get to get more  3. Look at the singing strategy in schools to improve the standard of singing across the school.  Other things we want to improve:   * Children having access to a different WCIT as Ukulele has become a bit stagnant. * Staff feeling more confident to assess the children and give a more accurate response to children’s work. * Think about ways we can encourage children to continue to play their instrument after the end of year 4. * Look into the singing strategy and how we can better assess our children. and a more regular and consistent approach to singing assemblies * We currently have no ensembles in school so this would be something to look into. * We could offer a wider variety of instruments. * More written observations of teaching need to be done and there needs to be more regular monitoring of this subject on 2024-2025. * A successful bid on some new tuned instruments to support the children’s learning. * Look into getting a grant for more tuned instruments. * To maintain an inclusive practice in school and make sure it is being taught across the curriculum equally. * We will begin to track the musical extra-curricular work and use this to support other children and help signpost other children to different groups. * We will look to use the Hub’s Progression Strategy to support our school’s progression. |