

Music development plan summary: Red Hill Field Primary School

Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Rachel Watts
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	N/A
Name of other music education organisation(s) (if partnership in place)	Charanga

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.

Our Curriculum

At Red Hill Field, we use the Charanga Music Scheme across the school. Our scheme of work fulfils the statutory requirements of the National Curriculum (2014).

The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The intention is first and foremost to help children to feel that they are musical, and to develop a lifelong love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school to the best of their ability. Sequencing and progression are clear. We explore music through the inter-related dimensions of music: performing, listening and composing. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the

musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

The Charanga Music scheme has been designed with the following key principles:

- Pupils return to the same skills and knowledge every year as the same six core units are used every year, namely pulse, voice, rhythm, pitch, technology structure and form and 20th century music.
- A skill or area of knowledge is revisited each year but with growing complexity as children move through the school.
- Music from different genres and across generations forms part of the scheme, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.
- Musical notation and how to compose music is an important feature. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

We teach children how to work with others to make music and how individuals combine together to make sounds. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school. Implementation

We cover one Charanga music unit per 9 week curriculum unit and this is mapped out clearly in our long term planning. Where we have mixed aged classes, we have a cycle A and a cycle B.

Music is taught as a discrete lesson usually lasting 45mins -1 hour.

Adaptation and inclusion for all

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions, scaffolding and reasonable adjustments will enable all pupils to achieve and succeed in music.

Resources

We have a range of resources including: glockenspiels, guitars, a piano and Singing Sherlock resources as well as the Charanga scheme resources. The school iPads are installed with applications which enable them to be used as instruments and for composition.

Part B: Extra -curricular or 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.

Outside of lesson time, we offer music lessons for the following instruments: piano (Years 1-6) , guitar (Years 3-6) and singing (Years 1-6). These lessons can be individual, paired or group lessons based on the request of the child/family. They are facilitated through peripatetic music teachers. All lessons take place during the school day. As part of these individual lessons, pupils have opportunities to take graded exams. Where children are in receipt of pupil premium, instrumental lessons can be financially supported.

Our school choir usually runs in the second half of the Autumn term year and is open to pupils in Years 3-6. The choir perform at Christmas events.

Part C: Musical experiences, events or performances

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.

Singing opportunities may form part of assembly provision each week and we have a dedicated singing assembly weekly. Teachers also use singing as part of daily routines in classes and in a cross curricular way such as learning times tables through songs. Across all key stages, children have a range of opportunities to experience live musical theatre performances e.g. the annual pantomime and to take part in musical performances, such as nativity plays, class assemblies and our Leavers' performance.

In the future

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

Performance opportunities - for children taking extra curricular lessons to perform and for all children to perform as a part of a larger group e.g. De Montfort Hall events

Monitoring of music teaching across the school – ensure the regularity of music teaching, confidence of staff and pupil outcomes at the end of a unit.

Further information (optional)

The school is part of LearnAt Trust. The Music Subject Leader participates in termly Subject leader meetings which are often attended by the LeicesterShire Music Hub.