

Music development plan summary: Grosvenor Park Primary school

Overview

Detail	Information
Academic year that this summary covers	Coverage of academic year 2023 – 24 Plans cover subsequent year starting with 2024 -25
Date this summary was published	August 2024
Date this summary will be reviewed	Summer 2025
Name of the school music lead	Marisa Gornall
Name of school leadership team member with responsibility for music (if different)	Laura Martin
Name of local music hub	Lancashire Music Hub
Name of other music education organisation(s) (if partnership in place)	Rock Steady Music

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.

At Grosvenor Park Primary School we intend to engage and inspire children to develop a love of music. It is our aim for all children to increase their self-confidence, creativity and sense of achievement by exploring the different genres and styles of music. Throughout our Music Curriculum, the children will be exposed to the rich and varied styles of music available, developing a critical ear. Our children will perform, listen to, compose, review and evaluate a range of music from a broad range of historical periods, genres, styles and traditions, including the works of great composers and musicians. We believe that music is for all including our children with SEND. Our skilled teachers alongside our subject leader adapt lessons and resources so all can achieve to a high personal standard. We support our able and ambitious pupils by providing specialist peripatetic music tuition and extra-curricular activities.

We are committed to motivating children to want to learn more about how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure. Our aim is to create an environment where children are comfortable to explore their own musical style through improvisation and composition, investigating ways to record written music through signs, symbols and notation. Embedding musical vocabulary will enable children to talk about music with more confidence and accuracy and allow them to successfully adapt and improve their work according to different purposes and audiences.

Underpinning all of this we aim to teach the Fundamental British Values (defined by our school) by developing:

- **adaptable** musicians who are able to improvise and compose music creatively and expressively and perform, listen to and evaluate music with attention to detail.
- **co-operative** individuals who are able to create and compose music on their own and with others, whilst carefully considering the feedback from their peers.
- musicians who are **expressive** with their ideas, thoughts and feelings through the music that they perform.
- children's abilities to be explorative and **adventurous** with the music they create whilst taking inspiration from how different musical styles have shaped people's lives, cultures and beliefs.
- **active** learners who experiment with different instruments and playing styles and discuss their ideas with their peers in order to develop their musicality.
- **resilient** musicians who are confident to explore different ideas whilst improvising, composing and rehearsing in order to perform with increasing accuracy, fluency, control and expression.
- musicians who are **respectful** to the lives and cultures of significant musical composers and performers, appreciating and understanding how their work has influenced British culture and the wider world.
- **curious** musicians who constantly reflect on their own work and the work of others, listening with attention to detail and sharing their opinions, thoughts and ideas with their peers.

Each lesson is at least 30 minutes long and has at least one of the skills outlined in the Music Skills Progression document which can be found on the school website and is based on the Model Music Curriculum. We then have a 30 - 40 minute dedicated singing lesson for the whole school every week.

Key Stage 1 and 2 teachers may choose to base their lessons on the scheme of work found on the 'Charanga' website under the 'Scheme' tab and 'English Model Music Curriculum'. The scheme supports all the requirements of the National Curriculum.

Charanga lessons will follow a 2-year rolling programme as follows:

Cycle A - Y1, Y3, Y5 Units *2022-2023

Cycle B - Y2, Y4, Y6 Units *2023 -2024

Key Stage 1:

Teachers may also choose to use the 'Recorder World' package which can be found under the 'Yumu' tab in Charanga to aid with playing skills. Teachers will need to use other resources such as the 'English Model Music Curriculum' or resources of their choice to ensure all skills outlined in the Music Skills Progression document are covered.

Musical skills are further supplemented and applied through singing assemblies and Key Stage productions.

Children will learn musical skills alongside the learning of tuned/ untuned instruments:

Reception Claves

Key Stage 1 Recorder

Lower KS2 Glockenspiel

Upper KS2 Keyboard

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.

Each year group has the opportunity to perform in a production across the year and develop their vocal abilities. They also perform as part of a class assembly production.

Children can access peripatetic music tuition in guitar, piano, electronic keyboards and ukuleles. We have a well-established school choir that is available to all KS2 pupils. This choir has attended the Young Voices concert for the past 2 years as well as performing at several local venues. The choir regularly performs in whole school assemblies.

In 2023 – 24 we established our KS1 Choir Club and they performed as part of a concert in Lancaster Town Hall.

Any child has the opportunity to be a 'pop up musician' as part of our assemblies and can play instruments or sing as soloists or as part of an ensemble this is increasing in popularity and we hope to develop further in coming years.

In coming years children will have the opportunity to develop a school band as part of the 'Rock Steady Music School' programme.

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.

- Musical productions EYFS and K.S.1 – Children in EYFS take part in a nativity. This is performed to a live audience. Children in K.S.1 perform a Christmas musical (every year)
- Musical productions KS2 – Children in years 3 -5 perform a musical production in the Spring Term. Year 6 work on a musical leaver's assembly in the summer term. All are performed to the whole school, parents and carers.
- Children have performed at young voices at Manchester Arena, Lancaster Town Hall, local super markets and day centres.
- We have weekly whole school singing assemblies. Where children practise specific songs. Singing is a regular feature of our other 2 assemblies during the week.
- Children have opportunities to watch other children perform as well as perform to others. Each class has a live performance at least once throughout the year. This could be to another class or to the whole school.
- Pop up musicians are a feature in assemblies.

- We have had performances from the local high school, Disney jazz concert, NISCU band, Rock Steady Musci and we also have an annual pantomime for the whole school to watch.
- Every year we take the whole school to see a pantomime in a theatre and children in year 5/6 have the opportunity to visit London to watch a musical. This year 53 children attended.
- We also went to see the local high schools musical performance with our year 5/6 children.

In the future

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

- look at timetabling 1 full hour for music as well as singing assemblies.
- continue to develop links with local high schools as well as the university and college to further develop children's skills, exposure to performances alongside the use of technology in musical production.
- develop further opportunities to perform in public spaces.
- increase parental involvement in musical experiences and performances.
- Encourage more pop up musicians including staff, parents and governors.