

# Music Development Plan Summary



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	Miss C Rowe Mrs P Storey
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	South Tyneside
Name of other music education organisation(s) (if partnership in place)	

This document 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.

## Vision and Intent

Our intent is that every pupil is a musician, developing as a performer, singer and composer; with the ability to listen and to critically analyse music. The National Curriculum is at the heart of the document, developing incremental improvement lesson by lesson and building on the ambition of the Model Music Curriculum. Singing is a "Golden Thread" (National Plan for Music Education) ensuring that pupils sing and develop their technique every lesson.

Pupils will develop deep musical knowledge of music through demonstrating the musical skills they have learnt. The three pillars of learning; technical, constructive and expressive are all embedded through practical music making and analysis. By giving explicit singing and listening examples we are making sure that pupils are exposed to a breadth of musical styles and genres, embedding the work of the great composers as key artists in that style.

High quality music teaching is our goal, making sure that there is progression between all Key stages, ensuring standard use of vocabulary and being explicit in the musical knowledge and skills pupils will learn by the end of KS2 preparing pupils for the continued high-quality music teaching at Key stage 3 through deeply embedded skills. Repetition and incremental improvement is key to effective music learning, making sure that deep knowledge is embedded and that pupils don't purely experience music.

## Part A: Curriculum Music

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We teach music weekly in each year group, with lessons lasting an hour, alongside weekly singing (in class and in assembly). We have music specialists, Tardis, who come into school to both deliver the curriculum and provide exceptional CPD to our staff. Our class teachers are experts in adapting our curriculum to meet the needs of children with additional needs and/or disabilities, and these bespoke adaptations ensure that music can be enjoyed by all. During each lesson there will be an element of singing ('The Golden Thread') and pupils also have to opportunity to learn a range of instruments over their time at St Aloysius, these include glockenspiel, keyboard and cornet.

Our music curriculum is underpinned by 7 threshold concepts. These are; pitch, rhythm, melody, active listening and appraising, performing, singing, and composition.

In EYFS, students will begin to develop their understanding of the musical world. They will learn how to sing a range of well-known nursery rhymes and songs and will explore how to perform songs and rhymes trying to move in time with music. Pupils will be encouraged to make music using a range of tuned/untuned musical instruments looking at instrument names, the sounds they create and where we might find these instruments (different musical groups). They will begin to explore the seven threshold concepts beginning to understand what we mean by the terms pulse, rhythm, melody, active listening and appraising, performing, singing and composing.

As they move into Key Stage 1, students gain a greater understanding of music, studying each of the seven threshold concepts in greater detail. They begin to explore pulse and rhythm further, learning how to maintain a steady pulse using their bodies and identifying tempos using the correct terminology. They will be introduced to basic rhythmic notation in the form of crotchets, quavers and minims and two different time signatures ( $3/4$  and  $4/4$ ). They will explore the concept of musical bars and how notation fits within these. They will be introduced to two pitched melodic notes and will use untuned/body percussion and the voice to compose. When performing, students will play or sing basic rhythms on untuned and body percussion and the voice. Pupils will identify feature of a range of high quality live and recorded music, replicating basic rhythms heard and identifying where elements change as well as singing simple folk tunes in unisons with and without accompaniment before exploring how to sing in rounds accurately.

In Lower Key Stage 2, students gain a greater understanding of all threshold concepts beginning to explore the concept of syncopation and the effect that this has on a piece of music. Pupils will continue to work on keeping a steady pulse but this will now be done within a group and solo performance. They will work with a new time signature ( $2/4$ ) and will play at three different tempos. They will begin to use instrumentation to keep a pulse whilst working with an ongoing ostinato. In rhythm, pupils will learn about the semi-breve and will be introduced to rests. They will then move on to learn about dotted rhythms, exploring how these are used to create syncopation. Pupils will learn more melodic notes in Year 3 and 4. They will initially work with three pitched notes before moving onto exploring 5 notes and the concept of chords. When listening and appraising, pupils will explore different traditions further, singing and playing back heard melodies before comparing pieces of music from different traditions which include two or more different parts. Pupils will also learn how to perform using tuned percussion, melodic instruments and the voice performing within their range of known notes. Singing will continue to progress with pupils singing either in a solo or ensemble setting being accompanied by ostinatos from another group before exploring the concept of two-part contrasting melodies and countermelodies with a range of 5 notes. Finally, pupils will also develop composition

skills creating tunes using known notes and beginning to add in more developed rhythmic patterns within a four-bar melody.

In Upper Key Stage 2, students' knowledge of music continues to progress with more emphasis being placed on accuracy and expression. Pupils will maintain a pulse independently on a tuned instrument by the end of this phase, working with different tempos and time signatures and in a solo or ensemble situation. Students will also perform using syncopation and all known rhythmic notation accurately including understanding how to read this and respond to rests. In melody, pupils will expand their knowledge of pitches from 5 notes to an octave, performing fluently and using repetition and mainly stepwise movements. When listening and appraising, pupils will identify and perform syncopated rhythms and will develop an understanding of mood and emotion. Performance in Upper Key Stage 2 is focused on accuracy and expression whilst in solo and ensemble situations. Pupils will perform regularly within their 5-8 note range on the cornet and will respond well to the direction of a conductor. Finally, when composing, pupils will explore how to create music using different tempos, time signatures and syncopation. They will initially work with up to 4 bars before created extended pieces of music. They will include their knowledge of notation here and will perform compositions accurately. This curriculum prepares them with the high- quality skills and knowledge needed for Key Stage 3 and beyond.

Our curriculum is progressive, and mastery of skills will be achieved overtime through repetition of exercises.

## Part B: Co-curricular

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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.

We endeavour to be supportive of all children studying for formal gradings of Music and offer timetable variations where necessary to help with these. Our pupil premium grant funding is always targeted and spent on a bespoke basis which includes, where requested, funding lessons or instrument hire for children wanting to access such.

## Part C: Musical experiences

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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.

All children sing weekly during assemblies and in class. We have an infant/junior school choir who gather weekly. Our children also visit church every half term where they sing alongside the parishioners at Mass. At the end of the Autumn term, we produce nativity (infants) and Carol concerts (juniors) for parents. Every year, our junior children take part in the Hebburn Christmas Lights Switch on in Fountains Park where they welcome the festive season by singing carols whilst being accompanied by a local brass band. Different year groups also visit local care homes to sing for the residents. In the Easter term, children take part in whole class Celebration of the Word gatherings where they tell the Easter story to their parents through words, song and dance. In summer term, each year group has a celebration assembly where, again, they perform songs for the rest of the school and their parents. Years 2 and 5 take part South Tyneside's Music Festival at the Custom's House in

South Shields. Reception, Year 1 and Year 3 take part in the Dance festival and this is linked to the musical choices from the curriculum. All performances put on by the school are free for parents.

## *In the future*

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More whole school singing will be introduced to increase pupils' confidence to sing and perform. We will also continue to upskill our staff through providing CPD from our Tardis music specialists ensuring that all staff have the confidence to deliver high quality lessons. We are also going to provide more opportunities for children to perform, for example, Y6 to perform a musical play for parents. Introduce class sets of recorders and claves to our musical resources.