

Music development plan summary: Green Ridge Primary Academy

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	Harley Chalmers
Name of school leadership team member with responsibility for music (if different)	Katie South
Name of local music hub	Bucks Music Trust
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 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.

At Green Ridge, we know that nearly everyone enjoys music, whether by listening to it, singing, or playing an instrument. Whether studied as a discreet subject or as part of the wider curriculum, music can **enrich** pupils' lives and education.

At Green Ridge, we adapt and use Charanga as a scheme of work to outline the musical progression across Key Stage One and Key Stage Two. We are aware that music requires a unique set of skills and understand so by utilising the Charanga music scheme, we ensure that teachers have the necessary resources and subject knowledge to support them in their teaching of music, as well as ensuring that musical knowledge and skills are taught sequentially and revisited frequently. Throughout the units, the children develop their understanding of notation, melody and tuned instruments by learning how to play and compose on a glockenspiel. In Year Four, the

children further develop these skills by learning how to play the recorder and improvise and compose with their new skills.

Music lessons are taught around small units of work, focussed on a particular element of music or skills within that unit. Typically, each unit revisits and builds upon previous learning and musical elements studied, so that the body of knowledge and skills the children have builds over the key stage. Performance is woven into each unit, as well as some discreet units specifically focussed on these skills. Focus is placed on exploring sounds in general, beat and pitch in the first few years of study as these are considered to be vital for progression within the music curriculum as children move through the different year groups. Some elements of music, such as dynamics, are not taught as a discreet unit but rather through the context of each unit studied.

Each of the units listed here have corresponding teaching plans and knowledge organisers which accompany them, which outline what is to be taught within that unit, the skills and vocabulary needs and what children need to learn by the end of that unit.

Each lesson starts with a 'warm up' where the children practice finding the beat, repeating a rhythm by clapping or singing, and exploring pitch and rhythm with their voices. Following on from this, the children then 'listen and respond' to a piece of music. Sometimes this is linked to the focus song for the session, on occasion it is an unrelated piece of music. Where possible, teachers are encouraged to find videos of choirs, orchestras or bands playing the music to support children with identifying instruments and to understand the composition of the music in more detail. Children then either learn the lyrics and melody to a song, compose their own rhythms or melodies related to a song they have already learned, or explore playing the songs melodies in a glockenspiel. At the end of each session, there is an opportunity for the children to perform either as a class, in a group or individually.

In each unit studied, teachers formatively assess pupils skills against those specified in the unit outcomes. Children are deemed to be either working towards or met the objectives in the unit. These outcomes are recorded, and feed into the summative assessment completed at the end of each year giving an overall attainment grade.

By the end of Key Stage Two, the children will be expected to understand and explain the elements of music:

- Duration
- Tempo
- Timbre
- Melody
- Rhythm
- Dynamics
- Form/structure

This will be included in the Year Six assessment checklist. It will not be done as a formal assessment but through discussion and practical learning throughout the year.

EYFS

The skills that link to Music come under Expressive Arts and Design: Being Imaginative and Expressive, in the Early Years Foundation Stage.

The Early Learning Goal that links directly to building these skills is Being Imaginative and Expressive:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and –when appropriate- try to move in time with music.

The children reach these milestones by a well-planned and sequenced curriculum throughout their time in the EYFS that explores music, instruments, songs and a range of key knowledge.

Adaptive Teaching

- As per our teaching and learning framework, adaptive teaching is used to ensure all learners can apply their knowledge, make progress and apply their knowledge to independent application. Adaptations in Music might include
- Scaffolds
- Providing further models/ demonstrations
- Breaking the skills down further

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.

British Values and SMSC

We aim to promote British Values and SMSC throughout our Music curriculum:

- We ensure that we are aware of and consider the views and values of others, we hold discussions about music through time and from other cultures and countries and show respect when doing so.

- We understand that people have different views and opinions and that it is ok to not like a genre or piece of music but we must be respectful when communicating this.
- We behave in a way that positively impacts the composition and performance of others and, when giving feedback, we are constructive and respectful of other's feelings and viewpoints.
- We are given the opportunity to express our individuality through performances and compositions. We are given regular opportunities to make our own decisions and choices.

Whole School Genre

Each half term, there is a genre that is focused on across the school, in all year groups. As there are so many genres across the world of music and to ensure the children are exposed to as many as possible, the genres are mapped out on a two-year plan. This means that over two years the children will be exposed to 12 different genres and then when the cycle returns to Year A, the children can revisit a familiar genre and build on what they already know. Music is played from this genre in assemblies and classrooms and each year group has specific knowledge that they will learn about the focus genre throughout the half term. This knowledge includes key artists, origin and specific information such as instruments played or rhythmic or melodic features. This knowledge has been carefully mapped out to ensure the children are exposed to age-appropriate language and have the opportunity to recall what they have previously learned about the genre before building on that knowledge when it comes around again. The genres have been chosen to represent music throughout the ages as well as throughout the world.

Enrichment

Music is embedded into many aspects of life at Green Ridge outside of the weekly music lessons. We also have weekly singing assemblies led by the Music Coordinator where the children are given opportunities to sing exciting songs, explore harmonies and experiment with singing in a round. In Year Two, the children take part in an African drumming workshop which offers cross curricular links with their Theme. We also take part in Young Voices each year which gives the children attending a fantastic opportunity to experience dedicating time for rehearsing, singing in the largest children's choir in the world and performing in world-renowned venues such as the O2 Arena.

Peripatetic Music Lessons

We are fortunate enough to have a fantastic local music hub who provide instrument teachers for a broad range of instruments. We are currently offering guitar, violin, saxophone, flute and clarinet lessons and have a waiting list for both of our instrument teachers. We are currently working to provide more lesson time to ensure that more pupils can enjoy learning an instrument.

The instrument teachers are provided by Bucks Music Trust who already offer a subsidised price for Pupil Premium families, and we further subsidise that by offering the use of their Pupil Premium Funding to cover more of the cost. One of our governors secured a grant for use to purchase some instruments that we also offer on loan to Pupil Premium families that have signed up for lessons as a way of further subsidising the overall cost of instrumental lessons.

Productions and Performances

Over the course of their time at Green Ridge, the children are given the opportunity to take part in a variety of musical performances.

In Early Years, the nursery pupils learn Christmas songs and put on a performance for their parents before the holidays. In Reception, the classes work together to put on a Nativity production that involves learning and performing a range of songs. They also use Makaton signing to support pupils with learning the songs.

In Year One, the classes host a Harvest Festival celebration and use songs to learn about and celebrate harvest and sustainability.

In Year Two, the children take part in another nativity performance.

In Years Three to Five, the classes have a celebration of their learning in the form of a class assembly where they share with their parents what they have focussed on that term in all areas of learning. These assemblies always include performing songs that they have learned in singing assembly or is related to their learning focus.

In Year Six, at the end of the year, the children work incredibly hard to put on a fantastic end of year performance. They take part in the audition and casting process and perform a musical theatre production as a year group.

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.

At Green Ridge, we have weekly singing assemblies led by the Music Coordinator where the children are given opportunities to sing exciting songs, explore harmonies and experiment with singing in a round.

Our most popular musical event of the year is Young Voices. We have been running this trip for three years now as a voluntary trip and have had a significant number of pupils sign up each year. Pupils are informed prior to signing up that the commitment to taking part requires their attendance to weekly rehearsals and the choir work very hard to learn the songs in time for the concert. The Young Voices choir also visit our local care home to perform the songs and this is a much appreciated and anticipated

event for the residents. As this is a voluntary trip, parents are expected to cover the cost of this trip in order for their child to attend.

In the future

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

As a growing school, we endeavour each year to ensure that new staff are confident in how to use the Charanga resources effectively and have access to teacher subject knowledge resources when required. The Music Leader meets with all new teaching staff to introduce them to the software and offers team-teaching sessions to show them what is expected from a music lesson at Green Ridge.

We would like to encourage staff to make use of music in other areas of the curriculum and the Music Leader will work with other subject leaders to identify opportunities for this within their subject's curriculum and plan them in to the subjects implementation strategy.