

Friar's Grove Primary School

Music Development Plan 2024/45

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Our vision for music

At Friar's Grove Primary School we recognise the importance Music plays in the curriculum and beyond. We understand that Music provides opportunity for personal expression and growth and the integral part it can play in developing the whole child. This vibrant subject transcends different cultures, abilities and generations and facilitates the bringing together of communities.

We value the subject as a unique way of communicating which can both inspire and motivate children with a love of music which they can carry with them for the rest of their lives. Music lessons at Friar's Grove Primary School encourage children to be creative, imaginative and confident learners.

Our objectives in the teaching of Music align with the National Curriculum in that we aim to ensure 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.

Our Music lessons are planned using the Get Set 4 Music platform, which aligns with our core values, our whole child approach to Music and the objectives laid out in the National Curriculum. Get Set 4 Music is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

Self-Assessment

Area	Category	Description	Comments
Curriculum Music	Timetabling	Not all classes receive a regular music lesson each week	Music is regularly timetabled in each year group, but not all year groups currently reach 1 hour per week.
		There is a regular timetabled curriculum music lesson for all children but not a full hour each week when combined with other provision	
		There are regular timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include singing assemblies etc)	
	Curriculum design	Musical activity takes place in some or all classes but not necessarily tied to a formal school-wide curriculum	This is almost green. Opportunities need to be given for more musical performances of whole class pieces/school performances from the curriculum.
		There is a whole school curriculum in place for music which covers all parts of the National Curriculum	
		There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Additional aspects are embedded into the planning such as whole class instrumental music, school performances and special musical events	
	Assessment	We have limited capacity and/or expertise for assessing musical progress	LSAs need guidance and support from ML to assess and record progress/understanding.
		Class teachers record progress using video/audio recordings or written notes	
		Progress is clearly recorded using video/audio or written notes and ML works closely with class teachers to monitor and support this process. There are opportunities for pupils to self and peer assess their work planned into lessons	
	Quality of teaching	It is uncertain whether all teachers are teaching music to a good standard each week	Not all staff feel confident teaching music, especially LSAs, as music is often left as PPA cover.
		Music teaching is generally of a good standard, but there is still a need for further CPD and support in some areas	
		Music teaching is consistently good quality throughout school and is monitored and supported well over the year	
	EYFS music	It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	ML to explore the music that takes place in EYFS, looking at GetSet4Music with the class teachers and seeing how this could help meet and fulfil the
		Music is regularly planned into EYFS timetables and is generally of a good standard though some CPD and support may still be beneficial	

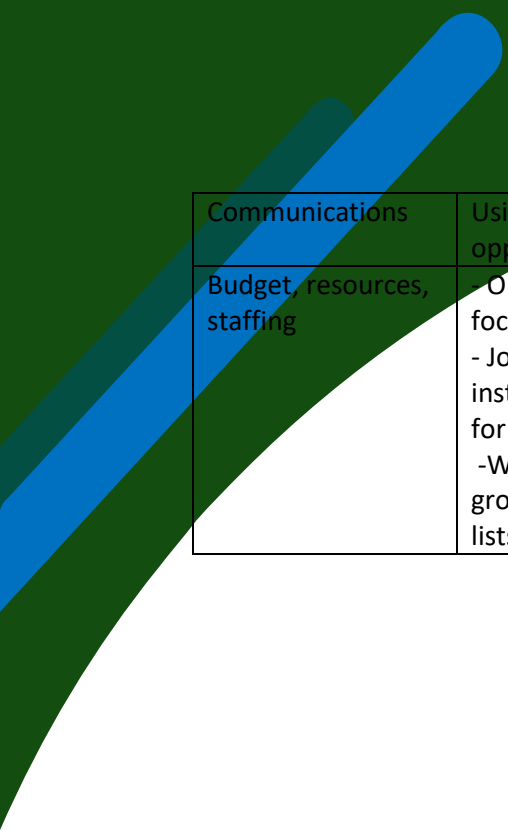
		Singing is an integral and essential part of EYFS life. Songs and activities are appropriate to developing voices and carefully chosen to support early progress	curriculum expectations in EYFS.
Whole class instrumental provision	Whole class	No whole class instrumental provision is currently in place	Musical instrument variety is limited due to budget. Is there potential to borrow instrument on loan?
		Children learn to play an instrument as part of whole instrumental provision.	
		Whole class learning is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and quality of delivery is consistently good.	
	Duration	Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration	The tuition instruments are not closely linked to those available during whole class learning. The instruments are repeated in different year groups, but there is no additional provision beyond this.
		Children are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others. Some children choose to carry on with that instrument (or a related instrument) at the end of the year	
Singing	School / KS / Year group singing	Children only occasionally sing together as part of a larger group, maybe tied to performances or calendar events.	Singing assemblies to be reintroduced and led by teachers (not just ML).
		Children sing together all or most weeks as part of a singing assembly or similar	
		Regular singing assemblies are led by a specialist. Singing is an important and integral part of curriculum lessons, delivered by confident teachers skilled in delivering healthy singing.	
	Choirs	There are currently no school choirs taking place regularly	There is one school choir led by an LSA. They are part of Young Voices and go to the O2 in the Spring Term to perform, supported by ML.
		There is at least one school choir which meets regularly led by a skilled teacher	
		There are one or more school choirs, led by skilled singing leaders which have opportunities to perform regularly and/or take part in wider community events	
Instrumental and vocal lessons	Tuition	There are limited or no opportunities for children to learn to play an instrument in school	Children can learn drums, guitar, piano, toot, flute, clarinet, and saxophone. Opportunities are becoming more frequent for children to perform
		Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments	

		There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision	their instruments in front of audiences.
	Whole class follow on	There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	The tuition instruments are not closely linked to those available during whole class learning. The instruments are repeated in different year groups, but there is no additional provision beyond this.
		There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished	
		There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good number of children choose to do this	
	Ensembles	There are currently no instrumental ensembles in school or only very occasional ensemble playing opportunities	Look into opportunities – we used to have Rock Steady. Is there an equivalent?
		Children learning some instruments have the chance to play in a school ensemble which rehearses regularly	
		A child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group. Routes of progression for children are signposted as appropriate.	
Inclusion	Inclusion	There are no provisions in place to support less affluent families. There is little adaptation in music lessons for children with additional needs or varying ability	Children from low-income backgrounds are offered the chance to learn an instrument at a lower cost. All staff must be aware of how to adapt lessons to support children with additional needs and abilities.
		School applies for bursaries or finds other ways to support children from low-income backgrounds to learn an instrument. Curriculum and instrumental lessons are planned to cater for children additional needs and ability. Pupils have opportunities to listen to and engage with music from different cultures, traditions and eras	
		All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to cover all needs and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs Pupils have opportunities to listen	


Wider involvement	Hub participation	to and engage with music from a wide variety of different cultures, traditions and eras	
		The school generally don't engage much with the Essex music services or other partner organisations in music	Our Governor, Jeremy Gush works with Essex music servies. More links need to be considered and more use of/engagement with their services.
		There is some level of engagement with Essex music services with occasional participation in local events	
		The school has strong partnerships with with Essex music services and/or other organisations with regular participation in local events, workshops	
	CPD	There is little capacity within school for the music lead or other staff to engage with music CPD	CPD is available, however this is with Charanga which is the old scheme. ML to check relevance and applicability to current scheme/find CPD opportunities for current scheme.
		Music lead has occasional opportunities to access CPD, other staff only rarely	
		Music lead is able to access a higher level of music CPD and other staff in school are also accessing CPD or a higher level of support from the Music Lead or elsewhere	
	Links with other schools	There are currently no musical links with other schools	Links are made with the local feeder secondary school and Year 6 watch their yearly performance. Perhaps other schools need to be explored and contacted with regards to more opportunities/chances for advice and expertise to be shared.
		Some links are made with peer schools, other MAT schools, religious school networks or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared.	
		Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition.	
		There are currently no opportunities for children to experience and enjoy live music	Research more opportunities for live music events as currently it is limited to the O2 Young Voices, and the Year 6 trip to the Gilberd. Research visiting musicians?
		There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians	
		All children have opportunity to experience live music over the course of the school year.	

MUSIC DEVELOPMENT PLAN

Overall objectives	<p>At Friar's Grove Primary School, music is a way for children to express their emotions enjoyably and creatively. It plays an important role in their personal, social and emotional develop. We aim to provide opportunities for all children to create, play, perform, listen, analyse and enjoy music across a wide range of periods, genres and styles. We are committed to ensuring children understand the value and importance of music in the wider community and aim to provide opportunities for children to use their musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts</p>
Key components	<p><u>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</u> Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. Charanga meets all components of the Model Music Curriculum, including musical technology units. Teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning.</p> <p><u>Classroom instrumental teaching</u> The children benefit from an external music teacher visiting school weekly, offering whole class recorder teaching for children in Year 4 during the spring term. Throughout their primary music curriculum journey, children will learn how to play Glockenspiels/xylophones, untuned percussion, within our music scheme. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation.</p> <p><u>Links with external music organisations</u> Currently we have no link with external organisations such as Rock Steady or similar.</p> <p><u>Music CPD</u> Music lead has CPD opportunities offered through Charanga through the year. This needs to be explored for relevance to the current scheme. Perhaps staff meeting time could be used to offer teaching staff further CPD.</p> <p><u>Performance opportunities</u> Currently we offer Young Voices club, which aims to partake in the annual performance at the O2 arena. Year 6, and KS1 have opportunities to do performances (KS1 – Christmas performances, Year 6 – End of Year musical). KS2 have the opportunity to perform Christmas carols to the local care homes in the Autumn term.</p>



Communications	Using the school's ClassDojo, we will inform parents of musical opportunities throughout the school year.
Budget, resources, staffing	<ul style="list-style-type: none">- Our school has a music lead teacher who is offered time out of class to focus on music in school.- Jo Arber (Essex music tutor) offers whole class instrumental teaching, live instrument performances in school at the end of each year in preparation for the next school year.-We use GetSet4Music as our scheme, which provides helpful year group/unit/lesson summaries, progression documents, instrument resource lists and teaching resources. (More resources are needed)



KEY AREAS FOR DEVELOPMENT

Area	Actions	Date to be completed	Evaluation
Curriculum music	<p>Introduce further live music opportunities for the school. Book live music performances through Essex music services.</p> <p>Continue to monitor music teaching throughout the school, use pupil interviews, and learning conversations. Offer CPD where needed.</p>	February 2025	
Instrumental/ vocal teaching	Look into possible instrumental teaching opportunities.	February 2025	
Wider involvement	<p>Explore CPD for teachers/LSAs.</p> <p>Book more live music opportunities for different year groups.</p>	February 2025	
Singing	Re-introduce singing practice in assemblies – led by different staff.	December 2024	