



Music development plan summary: Barrow CEVC Primary School

How does our provision ensure every aspiring musician in your school can access the high-quality opportunities they need?

<p>Vision and Intent</p>	<p>At Barrow CEVC Primary School we aim for all our pupils to develop a life-long love of music, in a school with a musical atmosphere through a wide range of quality musical experiences which engage and inspire them.</p> <p>At the heart of the music curriculum are creativity, curiosity and excitement and children who are developing increased self-confidence, self-esteem and collaborative skills. Our curriculum has musical sound at the centre with a progressive pathway for every child. Musical opportunities support children's mental health and allow them time to process and express their emotions.</p> <p>Children will perform, listen and analyse, sing, improvise and compose music and understand the musical elements as building blocks within music.</p> <p>At Barrow Primary School, we believe that children should be given the skills to become effective and successful musicians. We aim to build children's musical skills through the six main areas of musical understanding:</p> <ul style="list-style-type: none">· Listen and Appraise· Singing· Playing· Improvisation· Composition· Performance· Inter-related dimensions of music <p>Our music curriculum ensures that pupils are taught the key musical knowledge and vocabulary and these terms and knowledge are revisited and interwoven throughout units in each group enabling pupils to build upon and embed their understanding through spaced practice retrieval.</p> <p>Our scheme is Oak Academy; The intention of the Oak Academy music scheme is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-</p>
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	<p>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. Oak Academy’s Music scheme of work enables pupils to fully meet the end of key stage attainment targets outlined in the National curriculum and the aims of the scheme align with those in the National curriculum.</p>			
<p>What do we include in our provision at Barrow Primary CEVC Primary School?</p> <p>In the classroom</p> <p>Beyond the classroom</p>	<p>Our plan for delivering high-quality music education and supporting children’s progress</p>			
		<p><i>Where are we now?</i></p>		<p><i>What will we do next?</i></p>
	<p>Curriculum (setting the foundation) High quality music provision</p>	<p>High-quality weekly music lessons</p>	<p>Music is taught by every class teacher in every classroom, every week of the academic year and is within every class timetable for an hour a week. Planning is based on procedural, declarative and tacit knowledge with a spiral curriculum with small, incremental steps in learning through Oak Academy. Music is inclusive for all learners. In Early Years, music is delivered through holistic practice as an integral part of early development and that musical development matters. Music is planned for across the four musical areas: Hearing & Listening, Vocalising & Singing, Moving & Dancing, Exploring & Playing. Invitations to engage with sound are planned for every day and singing is integrated throughout the day. Each week there is a focused taught music session. Weekly lessons during term-time delivered by peripatetic teachers (Joe and Tom Francksen) drumming, guitar, piano, voice.</p>	<p>Continue to develop planning to suit needs of pupils. Use pupil voice and deep dives of Seesaw to develop planning. Ensure that all staff are implementing the Oak Academy music effectively. Develop EY practice to include musical questioning and vocabulary. Continuing staff CPD and training on delivery of music lessons to ensure ongoing success of lesson delivery and learning. Create, share and embed list of questions to use for reflecting critically on learning.</p>

		<p>Vocal provision -</p>	<p>We have weekly singing assemblies led by music specialist. Piano is played by talented teacher who is also a musician. Focus on enjoyment and being part of a massed choir rooted in skills development.</p> <p>Teachers attend session – CPD through modelling and coaching during the assemblies. During the year teachers are asked to lead singing in their own classrooms for their own development, especially around the time of Christmas.</p> <p>Choir and voice lessons led by Tom and Joe Francksen (specialist peripatetic music leaders).</p>	<p>Continue to de-colonise and ensure equal balance between male/female and diverse range of composers/musicians</p>
			<p>for children to make own choices for sound and play own tuned instruments to develop skills.</p> <p>A diverse range of instruments from around the world including some unusual instruments from other countries.</p>	
		<p>Recording and Performance opportunities</p>	<p>Every lesson, every week is recorded on a platform called SeeSaw. This features videos of children performing throughout their lessons, most lessons. Music/Drama performances – EY Christmas Story for Families, Y1/2/3 - Christmas nativity to parents, Y4/5/6 – Christmas performance at the church. Y6 Leavers production. School sing at times of celebration and massed events and at the church for Easter, Christmas and Remembrance.</p>	<p>A greater number of songs in different languages (including BSL)</p>
		<p>Music resources</p>	<p>Two digital pianos gifted to the school in KS2 block and in the hall for use for the children.</p> <p>Many donated glockenspiels and drum pads/sticks from Suffolk County Music Service.</p> <p>High quality instruments (tuned and untuned) displayed with names and images to support knowledge for children and staff. Enough resources</p> <p>Separate EYFS resources kept in their classroom for continuous provision use.</p>	<p>Way of maneuvering instruments around school safely and easily? Get a trolley or moveable device to assist with this.</p>

		Music equipment in Year one classroom and in courtyard to ensure transition from EYFS to year 1 during child-led provision.	
	Communicating with parents	<p>Our Intent, implementation and impact and curriculum coverage.</p> <p>Parents are kept up to date with information via our website</p> <p>Our Google Classroom platform (including up and coming opportunities and concerts).</p> <p>We send out a detailed Weekly Bulletin.</p> <p>Regular half-termly newsletter</p> <p>X (Twitter) updates as and when they arise on social media.</p> <p>Parent surveys sent out for parents to fill in what they think of our extra provisions.</p>	Continue to publish and post highlights of what we do in school to showcase to parents.
	Transition	<p>Pre-school</p> <p>Links made with Colourbox Montessori to Barrow Primary School via Early Years team.</p>	Transition: plan singing sessions together with chn and EY team.
		<p>Secondary</p> <p>Pass on information about instrumental learners.</p> <p>Final leavers assembly.</p> <p>Have worked together on arts awards, enrichment projects.</p> <p>Sessions run for Upper KS2 (Gamelan instruments) at County Upper.</p>	Contact secondary schools again. Look at possible performance opportunities for their students/staff. Discuss transition unit
	Annual action plan	Each year areas identified to move music on and maintain high priority.	See in subject leader folder.

	Co-curricular	Instrumental learning	Peripatetic instrumental individual lessons available for any age group: ukulele, drum, piano, voice, guitar etc	Continue to signpost ensure children and parents/carers know of opportunities	
		Beyond the classroom	Vocal	Peripatetic voice lessons available for all children. Re-start performances out of school. Rock Kids singing whole school and in key stages.	
			Ensemble	Boomwhackers club – All year groups invited to free after school provision led by music leader. Performance in Music Assemblies.	Uke players perform in assemblies
		Instruments – in school assemblies (Music Assemblies) children are invited to use instruments to accompany songs we are learning.		Introduce more varied instruments.	
	Enrichment	Live performances	Cultural capital experienced through: Hearing live music in music assemblies and in classrooms during mindfulness time: Service in church at Christmas – all to share in, Visiting pantomime EY nursery rhymes Linking to other learning eg Aboriginal music played during Art Design lessons whilst making Aboriginal art patterns.		
			Barrow’s Got Talent – yearly whole school performance.		
		Career pathways	Continue to identify music careers through learning in classroom and external experiences. Signpost parents to opportunities outside of school.	Continue posting on Google Classroom.	
	Leadership		<i>Where are we now?</i>	<i>What will we do next?</i>	
Subject Leader		Experienced subject leader and music specialist. Access to CPD throughout the year. Sessions for CPD by SCMS Fran Hart working closely to deliver music expertise.			

	Support other schools in trust with musical thinking and training for their teachers.	
Teachers	Supportive teachers who understand and believe in the importance of music. Inquisitive and always ask for support in ensure the best for their pupils.	Continue with CPD training and half termly support in KS1/EY
Pupils	<p>Pupils who LOVE music, who value enrichment opportunities and love musical learning.</p> <p>They say:</p> <p>"I love singing and listening to different songs and playing the instruments."</p> <p>"Playing beats at the same time is the best!"</p> <p>"I like the instruments and the sound effects they make."</p> <p>"I like singing together and joining in."</p> <p>"I enjoy all the stuff we learn and the range of things we get to do like a harmony and rap."</p> <p>"Learning instruments, joining in and playing with others, joining in together makes fun lessons."</p>	<p>Pupil leadership team to evaluate and inform planning, support with practice slots.</p> <p>Singing leaders to lead singing on the playground and support in singing assembly?</p>
Communities & Partnership	<i>Where are we now?</i>	<i>What will we do next?</i>
	<p>Peripatetic music leaders (Tom and Joe) – very strong working relationship. Take advantage of free opportunities and work together.</p> <p>School community – support musical events.</p> <p>Continue to work closely with local high schools and Early Years settings</p> <p>PTA – supportive of events, providing some funding towards updating our instruments that are broken and also for a means of transporting them.</p> <p>Extra sessions of Rock Kids.</p>	<p>Get Joe and Tom to perform in assembly for the children.</p> <p>Continue to signpost external family events to support parents with musical learning.</p>