

Music Development Plan

2022 – 2023



Music Development Plan developed by Miss Gray (Music leader): October 2022

Local Authority: Wigan

Local Music Hub: Greater Manchester

A handwritten signature in black ink that reads "Fiona Taylor".

Chair of Governors

A handwritten signature in black ink that reads "Mr M Grogan".

Headteacher

Music Development Plan shared with staff and shared on the school website: October 2022

'Never settle for less than your best'

MUSIC DEVELOPMENT PLAN 2022 – 2023

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

	Music Development Plan
1. Overall objectives	<ul style="list-style-type: none">• To provide an exciting, high-quality curriculum for all children including a wide range of music, including those from musicians from different periods across the musical timeline, genres, traditions and cultures.• To ensure that children are involved with the key areas of music making: Listening and appraising, singing, playing instruments, improvising, composing and performing.• To develop children's understanding of the inter-related dimensions of music: Dynamics, duration, pitch, timbre, texture, tempo and structure.• To develop children's cultural capital.• To allow children opportunities to express themselves, develop their well-being and self-confidence.• To allow children the opportunity to learn a musical instrument in depth.• For children to develop a life-long love of music that they will want to pursue in the future.• To offer an array of opportunities for children to become involved with music beyond the classroom through providing extra-curricular opportunities.• For St George's Central to become a leading light in music education within the local community.• To develop and maintain links with other local schools and organisations.
2. Key components	<ul style="list-style-type: none">• Music curriculum following the Long Term Plan across EYFS, KS1 and KS2, using a variety of different resources and ideas including Charanga, BBC Ten Pieces and Music Lead designed plans.• Wider Opportunities for all children in our Year 4 cohort for a full academic year.• Visiting peripatetic teachers on a weekly basis to teach all children who have subscribed to lessons.• CHIME project for EYFS delivered by Wigan Music Service for a half-term each year to allow staff to observe specialist music teaching as well as build up a bank of resources for future years' music teaching.• Weekly singing worship, plus other opportunities to sing as part of other worships throughout each week.• Composer of the month to introduce children to a variety of different composers, often challenging stereotypes.• School choir.• Free Brass lessons from staff at local high school to encourage some of our older pupils to join the Brass Band.• Opportunities for performance throughout the year for all children in school, e.g. Christmas Carol Services, Harvest, Easter service, Nativity (KS1 and EYFS), KS2 end of year production.• Opportunities for regular half-termly performances for parents by children in the choir and some of our musicians in receipt of peripatetic lessons.• Choir performances at local events, e.g. Tyldesley Light Festival, Rotary Club Carol Concert.
3. Classroom Instrumental Teaching	Whole class percussion as part of the Wider Opportunities scheme for Year 4 cohort. Children assessed as part of this – speak to parents of those showing particular interest or talent regarding having further lessons. Subsidy offered for any pupils who wish to continue receiving instrumental lessons the following year. Instrumental teaching offered as part of our curriculum offer for other year groups in KS2 for a half-term each (recorders, glockenspiels, guitars, keyboards, chair/floor drumming).

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4. Implementation of key components

Music curriculum – Following long-term plan on a two-year cycle for EYFS, KS1 and KS2. Children are exposed to a wide variety of different music styles, composers, time periods, genres, cultures and traditions, and are involved in a listening and appraising element during each lessons allowing them to express their feelings, understanding, likes/dislikes for a variety of different pieces of music. Lessons are very heavily scaffolded, with a main focus piece being the inspiration for further music making. Children given access to a wide variety of tuned and untuned percussion instruments throughout their musical journey in school, as well as KS2 undertaking half-term units on specific tuned instruments such as recorders, glockenspiels, guitar and keyboard. Music lead teaches 4 classes within the school, but provides planning, resources and support for the other teachers teaching their own music lessons. Lessons are taught for 1 hour per week in KS1 and KS2.

Classroom instrumental teaching – Wider opportunities takes place on a Thursday afternoon for 1 hour each week and is led by a specialist from Wigan Music service. Children learn to play a different percussion instrument each term, including African drums, tuned percussion and Bamboo Tamboo. They also take part in rhythm games and singing activities. Children undertaking these lessons have the opportunity to perform a termly concert to parents to showcase their learning.

Visiting music teachers – Visiting teachers attend on a weekly basis according to the timetable set by the music service. A more detailed timetable was then produce in school indicating the names of the children, the instruments they are learning and the timeslots in which they will be taught. The majority of lessons take place in the dedicated music room so that teachers always have somewhere to go. When children get to a certain standard, they are then invited to attend ensembles outside of school with the Music Service. Subsidies are in place for those pupils who are disadvantaged and those taking part on the Wider Opportunities continuation scheme.

CHIME project for EYFS – A representative from Wigan Music Service comes into school to teach music to Reception for a half-term. We ensure that this is a different half-term each year so that techniques and resources can be observed and then used by the class teachers for the unit in the following year. EYFS staff use this as a CPD opportunity to observe a specialist teaching music and then try to implement many of the ideas and techniques they see used.

Singing worships – These take place on a weekly basis and are led by the Music Lead. This is the opportunity for the music lead to teach new Christian themed songs to the children using a copy-back approach. The Music Lead will often have the children singing in parts and will sometimes ask them children to perform standing up to encourage their singing posture. Songs that are learned in the dedicated Singing Worship will then be sang in other worships throughout the year.

Composer of the Month – Children are introduced to a new Composer of the Month in the first available Singing Worship, where they will listen to examples of music by that composer and learn some facts about them. The Composer of the Month's music is then played as entrance and exit music in each worship throughout that month, with the children being told the name of the piece. This is also accompanied by a wall display in the corridor, to which children can contribute their thoughts and ideas about the music or the composer themselves. The composer of the month is chosen in a way that promotes diversity, equality and challenges stereotypes (e.g. Florence Price chosen for October to mirror Black History Month).

School Choir – The choir consists of children from Y2 to Y6 and takes place on Mondays after school. There are currently 22 children in the choir, however this number should ideally be higher with more children from the higher year groups in school. Songs are chosen based on upcoming events, themes and sometimes ideas given by the children themselves.

Brass Lessons – These began last year and are delivered free of charge by music staff from FLHS. Children in years 5 and 6 were asked which of them would like to begin receiving lessons in the hope that children who began to learn would wish to continue to do so as they entered high school and could therefore join the brass band. We currently have 4 Y6 pupils undertaking these lessons each Wednesday after school, however a new recruitment drive is needed to try to increase this number and allow more children to access these fantastic free sessions.

Opportunities for performance (all children) – Children are given many opportunities to perform throughout the school year, with many of these coinciding with Christian festivals, thus upholding the ethos of the school. Some of these include Christmas carols services (KS2) and nativities (KS1 and EYFS), Easter services and Harvest. Our KS2 children are also involved in the end of KS2 production, with the Y6 children taking on their main acting parts and the rest of KS2 forming the choir for the performance.

Opportunities for performance (choir and musicians) – Our school choir and musicians get the opportunity to perform each half-term to parents and other classes within school to showcase their learning and talents. The choir also perform at a variety of events across the school year, including the Rotary Club Carol Concert as well as other community events, such as the Platinum Jubilee celebrations, Manley Christmas Markets and Tyldesley Light Festival. We are constantly looking for more opportunities for children to perform within the community so are trying to set up links with our local high school and other primary schools to hold a singing concert. We are also hoping to organise an evening event for parents of our school and other local schools within the consortium to attend to listen to children who play instruments perform.

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<p>5. Communication activities</p>	<ul style="list-style-type: none"> • The comprehensive school website contains detailed information about all curriculum areas including music. This contains long term planning, progression documents, vocabulary documents, policies, music in action, curriculum statement and useful links. This is accessible by all parents. • Elements of curriculum music lessons are often recorded to be put on Twitter. The links to these videos are then included within our music scrapbooks to evidence to work done and the progress made by pupils within their music lessons. Parents can then view these videos. • Parents invited in regularly for a variety of different performance events, e.g. The termly wider opportunities performances, half-termly performances by choir and musicians, nativities, end of KS2 performances, class worships. • Parents able to see their child's effort grade at the end of the year on the end of year report sent home. • Parents of children in receipt of peripatetic lessons kept in regular contact and receive a termly parents evening to discuss their child's progress.
<p>6. Evaluation process for the success of the Music Development Plan</p>	<ul style="list-style-type: none"> • Plan checked and verified by head teacher. Progress against this reviewed at appraisal meeting with Music Lead and termly progress meetings. • Termly consortium meetings hosted by Music Lead at St George's Central to explore the music provision across other local schools within the consortia with examples of good practise being shared between these schools. Opportunities there for attending schools to ask for advice/ideas if experiencing difficulties.
<p>7. Transition work with local secondary schools</p>	<ul style="list-style-type: none"> • Brass lessons taking place for some of our Y6 pupils delivered by staff from FLHS high school to aid transition but also to encourage take-up to the brass band on entry to high school. • Discussions underway regarding a music event across local consortium primary schools and the high school. • Further work needed to promote and encourage the continued access to peripatetic lessons. Arrange meeting with staff at FLHS and any other relevant high schools to ensure access to preferred instrumental lessons is able to be continued upon attending high school. Also pass on names of children who have been in the choir so that they are highlighted for staff at FLHS.
<p>8. Budget, materials and staffing.</p>	<ul style="list-style-type: none"> • Budget for music already agreed as part of the overall budget within school. Money ring-fenced to spend on music resources, equipment, subscriptions and events as per yearly action plan (see priorities below). • Wider Opportunities funding already agreed. • Termly CPD usually provided for free at Network Development Meetings by Wigan Music Service. This offers updates to government guidelines regarding the teaching of music as well as providing some practical sessions that can be used within school. Ideas and updates gleaned from this can then be disseminated to other teaching staff within school who teach their own music. • Part of my role as Music lead is covering the PPA of 4 different class teachers partly for music lessons. I am also timetabled to assist the WMS staff during the Wider Opportunities sessions as another music specialist.
<p>9. Pupil Premium and SEND provision.</p>	<ul style="list-style-type: none"> • SEND children engaged and involved within curriculum lessons. Use of pair and share commonly used to allow children the opportunity to speak to a partner about music ideas/opinions. Composing activities often done in mixed ability pairings or groups to allow SEND children to observe good role-models for music and to take part as part of a groups without being singled out individually. Speak to SENDCo to consider other adjustments that could be made to accommodate these children further. • Check through lessons register, brass register and choir register to see which children engage with extra-curricular activities. Review this and ensure equality of provision for those children who cannot afford to access paid-for provision.
<p>10. Priorities from action plan.</p>	<ul style="list-style-type: none"> • Check our curriculum alongside the principles of the Model Music Curriculum. Make adaptations to the curriculum in light of suggestions made during the consultancy with Wigan Music Service. • Liaise with FLHS about the prospect of continuing the weekly brass lessons for those children who wish to learn a brass instrument across Years 5 and 6. • Arrange an inter-schools concert showcasing the talents of our musicians. • Children given opportunity to watch the achievements of their peers in musical activities, with classes being invited in to watch the half-termly musical performances. • Continue to build up numbers for the school choir by offering exciting opportunities to sing both within and outside of school at a range of events. • Looking for opportunities to encourage singing across school. Possibility of organising the 'Rock

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	<p>Kidz'or 'Ising POP' event involving all children.</p> <ul style="list-style-type: none"> • Continued provision of Wider Opportunities for all Y4 pupils and peripatetic lessons remain available for all pupils. • Subscription to charanga website. • Provide outdoor percussion instruments as part of our development of the playground/outside areas.
<p>11. Additional priorities</p>	<ul style="list-style-type: none"> • Ensure that music specific vocabulary is used more consistently so that it become seconds nature for children to use these words and phrases when they are discussing music they have heard or made (e.g. using 'tempo' instead of 'speed'). • Recruitment drives to encourage more children to take part in extra-curricular music activities (choir and brass) • Promote and encourage continued uptake of instrumental lessons upon transitions by arranging to meet with local high school music staff with registers of children taking lessons or in the choir. • Speak to SENDCo re: additional ideas to engage children with SEND in curriculum music lessons. • Check peripatetic and extra-curricular registers for Pupil Premium children to ensure equality on access.

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