

Music Development Plan

2024 – 2025



Music Development Plan updated by Miss Gray (Music leader): September 2024

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: September 2024

'Never settle for less than your best'

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 and engaging high-quality curriculum for all children built upon 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 and engaged 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 for self-expression, developing 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. ● To ensure an inclusive musical learning environment, in which all learners have equal access to learning opportunities.
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. Opportunities for parents from less financially stable households to access bursaries/subsidies through Wigan music services facilitated and overseen through school. ● 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 Half-Term’ to introduce children to a variety of different composers, often challenging stereotypes. ● School choir accessible for all children from Y2 upwards as an extra-curricular activity running throughout the school year, with regular opportunities for performances including half-termly performances for parents and performances at local events (e.g. Tyldesley Lights Switch-On, Rotary Club Carol Concert) ● 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.

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<p>3. Classroom Instrumental Teaching</p>	<p>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).</p>
<p>4. Implementation of key components</p>	<p>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 45 minutes per week in KS1 and KS2.</p> <p>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.</p> <p>Visiting music teachers – Visiting teachers attend on a weekly basis according to the timetable set by the music service. A more detailed timetable is then produced 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.</p> <p>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.</p> <p>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.</p> <p>Composer of the Half-Term – Children are introduced to a new Composer of the Half-Term 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 Half-Term’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).</p> <p>School Choir – The choir consists of children from Y2 to Y6 and takes place on Wednesdays after school. Numbers tend to average around 24 children, however this fluctuates over the course of the school-year. Songs are chosen based on upcoming events, themes and sometimes ideas given by the children themselves.</p> <p>Brass Lessons – We have been very lucky to secure these brass lessons for the last three years delivered free of charge by music staff from FLHS. Children in Year 6 are invited to begin receiving lessons in the hope that those who begin to learn then wish to continue to do so as they enter high school and will therefore join the brass band. Where the uptake in Year 6 is not high, we then open up this opportunity to Year 5 children and children further down KS2 who are learning brass instruments with private or peripatetic teachers.</p> <p>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.</p> <p>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</p>

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	<p>learning and talents. The choir also perform at a variety of events across the school year. Events within the last year included: The Rotary Club Carol Concert, Tyldesley Christmas lights switch-on event and the ATSA Art exhibition. 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. For the last two years, we have also organised the 'Let's Play!' event, which takes place annually at St Richard's Parish Club in Atherton. During this event, several musicians from each participating school perform for an audience of parents and carers at an evening event. This has proved extremely successful and is due to take place again in May 2025.</p>
5. Communication activities	<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 and/or Seesaw. 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 are 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 with Wigan Music Service staff to discuss their child's progress.
6. Evaluation process for the success of the Music Development Plan	<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. • Music Lead attendance at termly Music Network Meeting run by Wigan Music Service to keep up to date with developments in the area of music, which can then be included in future music development plans.
7. Transition work with local secondary schools	<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. • Our most attended local high school do not have continued links with Wigan Music Service and do not subscribe to their peripatetic programme. Lessons are given by school staff, therefore details of those children who have been in receipt of peripatetic lessons at St George's Central are passed up to enable children to continue with these talents.
8. Budget, materials and staffing.	<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.
9. Pupil Premium and SEND provision.	<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.
10. Priorities from	<ul style="list-style-type: none"> • Continue to liaise with FLHS regarding the continuance of the brass sessions for the children in Y5 and

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<p>action plan.</p>	<p>Y6. Try to arrange times for our Y6 to attend to watch group performances over the course of the year.</p> <ul style="list-style-type: none"> • Ensure register of children undertaking peripatetic lessons in Y6 is correct and up to date so that it can be passed up to children's chosen high school when they transition from Primary to enable lessons to continue where possible. • Whole school theme day for 'World Day of Music' (21st June) to engage and enthuse children with regards to music. • Register of those undertaking any extra-curricular form of musical activity in school kept and colour coded for SEND and Pupil premium to ensure that these opportunities are equally accessible for all children. • Continued provision of Wider Opportunities for all Y4 pupils and peripatetic lessons remain available for all pupils. • Subscription to charanga website. • Audit existing instruments and resources. Repair where possible and replace any damaged instruments. • Monitor music scrap books termly to ensure lessons are being taught in accordance with our bespoke MTPs and that children are accessing musical activities in the best way. • Attend any available CPD offered by Wigan Music Service to further enhance the provision we have in place already. • Organise and oversee the Composition event for able musicians and the 'Let's Play!' event. Continue to host termly meetings for music leads in the consortium.
<p>11. Additional priorities</p>	<ul style="list-style-type: none"> • Ensure that music specific vocabulary is used more consistently so that it become second 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'). • Consider ways of getting more boys and more Year 6 children involved in the choir. • Promote and encourage continued uptake of instrumental lessons upon transition by passing relevant information to 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. • Audit the peripatetic and extra-curricular registers to ensure equality to access, including those children with SEND, Pupil Premium, FSM and boys/girls.

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