

Moorlands Primary School Music Development Plan 2024-2025

AREA	CATEGORY	DETAILS
Curriculum	Planning and Delivery	<ul style="list-style-type: none"> • Music taught weekly to Years 1-6, will be taught fortnightly to Year R • Music also integrated into general Year R provision • Music lessons range from 25 minutes – 1 hour weekly (Years 1-6) • New Planning from Miro (LLP) being used. Currently familiarising with units and ensuring as much coverage as possible within time frames. • All Music lessons taught by myself for years R-6 • Floor books for each unit of work to show objectives covered / written work produced / progression through year groups <p>STRENGTHS: Regular music sessions for ALL year groups, progressive, interactive curriculum, musical terminology consistently used</p>
		<ul style="list-style-type: none"> • Show possible career pathways and opportunities that music can give to children as they go through their lives in the curriculum • Develop Listening and Appraisal booklets to ensure this area of the curriculum is not missed. Plan these into learning time. • Move all photos and videos onto memory stick to group learning and show progression • Adapt assembly entrance music to ensure children have time to listen and reflect on the music and that this aids their musical understanding. Discuss at beginning of first singing assembly each half term and reflect weekly if possible. Make specific reference to genre. Try to make relevant links for children. • Continue to organise videos of children to show progression in music • Use white stickers in lessons for me and the children to write feedback comments on to stick into floor book (include dates and names)
	Technology	<ul style="list-style-type: none"> • Technology is a part of the curriculum – videos (for watching from online resources, and recorded of pupils), online metronome and piano used, IWB used for Powerpoints, Chrome Music Lab included in curriculum, some websites, such as Rhythm Randomizer used for lesson activities. <p>STRENGTHS: Improvements made in use of technology for learning – in particular with Chrome Music Lab and the online piano</p>
		<ul style="list-style-type: none"> • More emphasis on technology needed – children need time to watch videos back to reflect, need experience of more apps and programs to allow them to compose and record their music, to create sounds and melodies • Use of technology to listen and appraise a variety of musical genres.

	Whole Class Instrumental Teaching	<ul style="list-style-type: none"> Recorders and glockenspiels taught as a whole class instrument. Recorders taught in Year 4 in Miro curriculum. Glockenspiels taught in all year groups, as part of curriculum <p>STRENGTHS: Children have got a lot better at reading music, playing as an ensemble, encouraging and helping each other with instrumental learning</p>
		<ul style="list-style-type: none"> Need to familiarise with Miro curriculum to see if we need to expand on whole-class musical teaching. For example, try to find ways to include recorder learning into Year 5 and 6 curriculum to see progression / use keyboards in upper Key Stage 2 to progress from glockenspiel learning Need to consider use of budget to reflect on other possible whole class instrument teaching. Boomwhackers? Ocarinas? Ukeleles? All possibilities – need to balance cost, resources to teach, children learning and progression and curriculum.
	Singing	<ul style="list-style-type: none"> Singing usually included in all units of work Singing performance for Year 6 at their Oscars celebration in July Singing units to focus specifically on skills required – progression through the year groups. <p>STRENGTHS: Generally positive attitude towards singing in school – particularly in younger year groups, keen uptake for extra-curricular singing, children enjoy Christmas performance opportunities, have begun to develop skills in singing assemblies- looking at rounds and beginning to think about 2-part songs</p>
		<ul style="list-style-type: none"> Continue to work on singing being the “golden thread” Need to build on <u>quality</u> of singing in Years 1 and 2 particularly, then moving up through the school Need to try to find ways to have a greater understanding of individual children’s capabilities when singing – use daily assessment more regularly to keep track of individual’s singing capabilities Need to reflect on how to encourage all children to participate, without the negative impact of feeling forced to sing – rewards, song choices, enthusiasm about singing in general
	Relevancy	<ul style="list-style-type: none"> Curriculum relevant to school, but adapting where necessary as we get more familiar with the new units Where possible, links will be made with other learning <p>STRENGTHS: Children and groups always considered when planning, one music teacher throughout school so know the children and group well and can consider their needs and interests to improve enjoyment in learning</p>
		<ul style="list-style-type: none"> Continue to reflect on the new units of work and adapt where appropriate.

		<ul style="list-style-type: none"> •
	SEND	<ul style="list-style-type: none"> • SEND children can access music learning • Music taught progressively so that SEND children can fully participate • Certain practices to aid SEND children – enlarged pieces, stickers on glockenspiel notes, partner work, ear defenders <p>STRENGTHS: Most SEND children keen to participate and to perform to the class, some will take their learning outside of the lesson to perform to others</p> <ul style="list-style-type: none"> • Continue to develop range of resources and practices to ensure all children can succeed • Increase range of ear defenders (using old headphones as well) • Ensure personal resources for children with specific needs (ie vision impairments / difficulties working with others). Use old glockenspiels where necessary to do this. Consider individual needs before lessons. • Use visual images for key musical terms consistently. •
Co-curricular	Peripatetic Music Lessons	<ul style="list-style-type: none"> • Music lessons delivered by Southampton Music Hub for children with the following instruments: trumpet, violin, keyboard, guitar. • Rocksteady every Thursday morning with 37 children from years R-6 involved. <p>STRENGTHS: Children can learn a variety of musical instruments in 1:1/small group set-up, children good at organising themselves to take part in music lessons</p> <ul style="list-style-type: none"> • Continue to encourage peripatetic music lessons – check to see if letters have gone out and ask about any new enrolments. • Communicate with peripatetic children/teachers to include music in a performance in Spring/Summer • Make use of Pupil Premium place for Rocksteady •
	Ensembles	<ul style="list-style-type: none"> • Vocal ensemble – Choir – Wednesday after school for KS2 • Singing Assemblies held weekly (KS1 and KS2) • Singing Assemblies include warm-ups and a range of styles <p>STRENGTHS: KS2 choir improving greatly in quality and confidence, have begun to develop skills in singing assemblies, generally a positive attitude towards ensemble singing, children seem to enjoy the opportunity to perform, children keen to make requests and sing along to them</p> <ul style="list-style-type: none"> • Need to continue to develop whole-school singing skills in singing in assemblies – ie. Rounds, part songs, harmonies • Would like to do Year 5 Recorder ensemble – just difficulty with timings and location • Would like to have a KS1 choir – again need to work out timings and location and discuss collaboration with other member of staff

		<ul style="list-style-type: none"> • Would like to have some sort of instrument ensemble – may not be able to be a weekly event, maybe a one-off workshop? • Need to conduct pupil voice questionnaire to find out what they would like in terms of musical ensembles • Possible future ideas: Body percussion club, bucket drumming club, keyboard club, outdoor music club • Have singing objectives for year groups on singing assembly planning documents and ensure coverage of these during singing sessions.
	<p>Progression Pathways</p>	<ul style="list-style-type: none"> • Pupils are occasionally given information about opportunities from outside of school – gained from Southampton Music Hub. • Progression document in place but needs adapting now to new curriculum • Diverse range of lessons, relevant to pupils interests and needs <p>STRENGTHS: Children’s curriculum is progressive and challenging so that those with a good understanding are continuously stretched</p> <ul style="list-style-type: none"> • Explore contact with Secondary Schools so that Year 6 children have a good idea of musical opportunities at their new schools • Pupil voice questionnaires to establish pupils experiences of music outside of school and their musical interests and try to include these in the curriculum •
	<p>Musical Experiences</p>	<ul style="list-style-type: none"> • Choir Guildhall multi-school Christmas performance annually • Children perform in class to each other regularly • Year 6 children perform to staff and parents and Oscars celebration in July • Summer choir performance to school • Rocksteady assembly – performing to children in school • Christmas performances – Year R, Year 1, Year 2, KS2 club <p>STRENGTHS: Performance opportunities for all children, KS1 children greatly enjoy their Christmas performances, KS2 performance has a huge take-up even though it is done as an extra-curricular activity, Rocksteady has given a lot of children the chance to learn and perform together and the confidence and enjoyment has been huge, Rocksteady has given all the children the opportunity to watch their friends perform and to appreciate live music, Guildhall Christmas Concert – always hugely enjoyed by KS2 choir – fantastic opportunity to sing in large ensemble</p> <ul style="list-style-type: none"> • Easter concert – to include Choir and children learning musical instruments • Would like classes to have the opportunity to perform to each other more often, or to their Key Stage or the whole school • Key focus – to improve children’s access to live music in the school: build on connections with local secondary schools, make the most of musical connections, look into live music offerings from Southampton Music Hub

		<ul style="list-style-type: none"> • Research Young Voices to see if choir could participate in future years • World Music Day – 21st June 2024 •
Leadership and Advocacy	Music Provision and Staffing	<ul style="list-style-type: none"> • Teaching conducted by myself, subject leader, and supported by SLT • Music is valued in the school – weekly sessions, participation at performances and enthusiasm for projects • Sufficient resources with some music budget <p>STRENGTHS: Music is valued in the school, time is given to peripatetic lessons and Rocksteady lessons, music budget is present to add to the quality of teaching and learning</p>
		<ul style="list-style-type: none"> • Make more of CPD opportunities for music teaching development and subject leadership development • Make wish list for music resources and consider how these would be incorporated into the curriculum / school life: boomwhackers, Glockenspiel beaters, other persuasion? (Look at curriculum map – anything else that would be beneficial?) • Consider music display in hall? •
	Pupil Voice	<ul style="list-style-type: none"> • Pupils’ day-to-day suggestions and feelings always taken into account when planning and resourcing. • Planning adapted to suit the pupils in the year group / class • Y6 ideas being used to develop outside music area • All KS2 children asked to make song suggestions for singing assemblies. • Choir members asked to give ideas for activities and songs for following year in choir. • Year 6 select songs for their Oscars performance. <p>STRENGTHS: Children have requested songs for both singing assemblies and choir members have requested for future choir songs, Year 6 children have choice of songs for their final performance</p>
		<ul style="list-style-type: none"> • As above – pupil voice questionnaires needed to: establish thoughts about musical ensembles, experiences of music outside of school, likes and dislikes, hopes, ideas for curriculum • Y5/6 to continue to help to develop outside music area • Music Ambassadors? Year 6 children. Role ideas: laptop in assemblies (trained to do the role and working on a rota), selecting/suggesting songs for singing assemblies, tidying and organising musical instruments, checking on safety and quality of outdoor music area, helping with performances/musical events including marketing and organisation, leading clapping rhymes/musical instruments on playground for younger children, changing musical timeline display, getting out benches for star singers and chairs for TAs (singing assemblies), carry out pupil voice questionnaires about singing, award stickers during singing assemblies,

		<p>help in World Music Day planning, lead actions or warm ups in singing assemblies, ask children for their ideas, of too much to be just music – part of an Arts Council?</p> <ul style="list-style-type: none"> •
	Partnership	<ul style="list-style-type: none"> • Contact been made with local secondary schools but not yet developed into partnership • Use of Southampton Music Hub for support, ideas, suggestions • Multi-school Christmas concert for KS2 choir • Sets of instruments borrowed from music hub for units of work (Djembe) <p>STRENGTHS: Loan of djembe drums from Southampton Music Hub, Guildhall Christmas Concert + workshop delivered by the hub in the lead up to this</p>
		<ul style="list-style-type: none"> • Develop links with local secondary schools • Try to make more of opportunities suggested/ put forward by Southampton Music Hub • Build on local Music connections to see if they can help with any of our action points. •