# Music development plan summary: Federation of Penny Acres and Wigley Primary School

## Overview

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| Detail | Information |
| Academic year that this summary covers | 2024-2026 |
| Date this summary was published | 5th September 2024 |
| Date this summary will be reviewed | 18th July 2026 |
| Name of the school music lead | Federation SLT |
| Name of school leadership team member with responsibility for music (if different) | Federation SLT |
| Name of local music hub | Derbyshire Music Partnership |
| Name of other music education organisation(s) (if partnership in place) | N/A |

## Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

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| In our Federation, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing   * an ability to sing in tune and with other people. * the skills of recognising pulse and pitch. * an ability to play instruments with control and sensitivity * working with others to make music, recognising how individuals combine together to make sounds. * knowledge of musical notation and how to compose music.   We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.  Pupils are encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils experiencing music from   * Different times and cultures. * Different composers past and present. * Different performers past and present.   Derbyshire Wider Opportunities Scheme delivers instrument lessons to all Key Stage 2 pupils. This programme gives children the opportunity to learn an instrument in their classroom environment, developing confidence and self-esteem whilst supporting curriculum learning – supported by the National Plan for Music Education and the Model Music Curriculum.  **The programme typically includes:**  **Musicianship and instrumental skills**  Key musical concepts such as beat, rhythm, tempo, pitch and dynamics are introduced to children through songs, rhythm games and learning to play the instruments together.  **Specialist teaching staff**  All programmes are delivered by a specialist music teacher and where available, supported by a specialist practitioner.  **Confidence and self-esteem**  Pupils are taught within a normal classroom setting, encouraging the growth of self-confidence as they learn alongside each other and their teachers. Performances are arranged to give parents the opportunity to share in children's successes.  **Skills progression**  We are provided with bespoke skills progression and planning documents.  **Continued learning**  Pupils are given the opportunity to continue their instrumental learning after the programme has ended by starting instrumental lessons.  **Foundation Stage**  We teach music in our reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage, we relate the musical aspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. Music contributes to a child’s personal and social development. Counting songs foster a child’s mathematical ability and songs from different cultures increase a child’s knowledge and understanding of the world.  **Assessment and recording**   * Teachers assess children’s work in music by making informal judgements about achievement of Teaching and Learning objectives as they observe them during lessons. At the end of each key stage the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum programme of study. We use this as the basis for assessing the progress of the child and for completing reports to parents. * Recordings, use of a digital camera or iPad may also be used to record work. * Music performances will be present on the school’s website. |

## Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

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| **Additional music teaching**  Additional flute, guitar and piano lessons are offered individually to pupils from a music teacher weekly. These lessons are subsidised for pupils in receipt of Free School Meals/Pupil Premium. |

## Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

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| **Opportunities for live music**   * At Christmas time, all pupils take part in a musical production. At other times throughout the year e.g. Harvest, Easter and special events such as well-dressing, the whole school gets together to provide appropriate musical entertainment. Both Schools participate in carol singing at the local old people’s homes and hospices. * Children from both of our schools will continue to participate in national events such as “Young Voices”. * Our KS2 children visit, listen to and perform alongside the Halle Orchestra. * At the end of each term, the KS2 children perform a ‘instrument showcase’ to parents, showcasing what has been learnt. This is led by Derbyshire Music Partnership. |

## In the future

This is about what the school is planning for subsequent years.

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| **Musical Explorers (beginning September 2024 for both schools)**  The introduction of ‘Musical Explorers’, A project for KS1 pupils with 10 weekly lessons of 40 minutes, delivered by a music specialist.  Musical Explorers uses simple songs, rhymes and games that encourage children to develop increasing vocal control and a greater understanding of pitch.  Whole class sets of percussion instruments are used to explore timbre, keep time to a steady beat, practise playing together in a musical way and perform rhythmic ostinati. The second half of the programme introduces pitched button bells, some chime bars, stick notation and leads to small group performances.  **The programme typically includes:**  **Fun songs and activities** Activities that can be used at any point in the day to focus attention, re-energise and improve listening and concentration.  **Musicianship and instrumental skills** Key musical concepts such as pulse, rhythm, tempo, pitch and dynamics are introduced to children through songs, rhymes and whole class sets of instruments.  **Listening skills and attention** Auditory discrimination, memory and sequencing is developed by tuning into sounds, playing and hearing a number of different instruments.  **Exposure to live music** Children are played live music and are encouraged to talk about their experience using newly learnt vocabulary.  **Spatial awareness, fine and gross motor skills** Age appropriate activities and action songs help develop children’s movement, co-ordination movement and beat-keeping. |