



Led by **Dorset Music Service**

## **School Music Development Plan – Parrett and Axe Primary School**

*Music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.*

*Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses on both emotional and intellectual levels.*

*Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject.*

*Musical activities include performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures. All these activities involve the musical elements of pitch, duration (rhythm), dynamics, tempo, timbre, texture and structure.*

### **Aims**

Music at Parrett and Axe CE VA Primary School aims to:

- Give every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions.
- Develop a child's understanding of music through these activities.
- Help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- Develop social skills through co-operation with others in the shared experience of music making.
- Develop an understanding of musical traditions and enhance performance skills by learning and performing music in a variety of cultures.
- Give children the opportunity to perform music both vocally and with instruments.
- Encourage the children to explore a wide range of sounds.
- Give them the opportunity to compose music and express their ideas and feelings through music.
- Experience listening to music of a variety of styles and cultures.
- Develop a child's appreciation of the richness of our musical heritage.
- Provide an array of performance opportunities so children can feel part of a community.
- Encourage high standards in performance.
- Be motivated to enjoy and succeed in music.
- Encourage children to express ideas and opinions about music.
- Give each child the opportunity to develop their musical talents.
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others.

## **Principles of Learning**

The following list of skills and attributes can be gained through participation in musical activities. It will be clear that these also contribute to the whole school curriculum.

- A sense of achievement - individual and collective
- Social skills such as co-operation, tolerance, self-confidence and perseverance
- Coordination of fingers, hands, arms, lips, cheek and facial muscles develops greatly
- Ability to use other languages to describe emotions (usually Italian words are used)
- Ability to read notation
- Ability to discriminate
- Listening skills
- Sensitivity to sounds
- Imagination and inventiveness
- Ability to analyse and solve problems
- Concern for accuracy
- Ability to memorise
- Develop attention to detail
- Communication skills, self-discipline and self-evaluation
- The illumination and extension of studies in other curriculum subjects
- Higher standards of application and concentration in all areas of work

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2014:

### **Key stage 1**

Pupils should be taught to:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

### **Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.

## Music Development at Parrett & Axe Primary School 2024

Step 1 – Look at your School Music Policy and vision for music in your school.

Step 2 - Audit your school's current provision according to these levels and your music policy and vision:

- **Focusing** – The school is beginning to focus on this area. Action is taken to achieve this by the school, but it is either minimal, not successful, or in its early stages.
- **Developing** – The school is actively trying to develop this area. Several different actions are being taken over a sustained period, which are beginning to show progress, even if in their early stages. The actions taken are more developed than in focusing.
- **Establishing** – Over time, the school has established provision that shows successful implementation of this area within the school's music education offer.
- **Enhancing** – over time, the school has created nationally significant provision that is able to have impact at scale. The school's music education provision is at the heart of the school life. New and innovative ways to meet this area are in place or are being developed in school.

<b>Curriculum music</b>	<b>Focusing</b>	<b>Developing</b>	<b>Establishing</b>	<b>Enhancing</b>
	<p>Music is delivered 'ad' hoc' and not in every year group. Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching.</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place. All students can access this curriculum from EYFS to Year 6.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with SEND can participate and engage in music-making.</p> <p>There is adequate space and resources for teaching, including class sets of tuned and untuned instruments.</p>	<p>The music curriculum is at least as ambitious as the National Curriculum and draws on insights from the model music curriculum. Curriculum sequencing is clear.</p> <p>Good progression is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with SEND can participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology.</p>	<p>Curriculum goes beyond the level of the National Curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills, and experiences.</p>

Co-Curricular	Focusing	Developing	Establishing	Enhancing
	<p>Singing takes place infrequently and repertoire is not varied.</p> <p>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited and inconsistent.</p> <p>Musical skills and interests cannot be extended as the enrichment offer is limited and local opportunities are not signposted.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged. All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p> <p>Musical skills and interests are extended through extra-curricular activities, such as the music clubs, and all pupils are given the opportunity to participate. Local opportunities are signposted.</p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as open evenings alongside in-school events. Students also perform to the wider community in local/regional events. In school musical events take place at least twice a term.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</p> <p>Students can take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, largescale events.</p>

Leadership and Management	Focusing	Developing	Establishing	Enhancing
	<p>A named subject lead is in post.</p> <p>Training for staff delivering music has limited impact.</p>	<p>A named, trained subject lead is in post.</p> <p>The subject lead is supported by a senior leader advocate in school, who understands the National Curriculum and is aware of the National Plan for Music Education.</p> <p>All staff delivering music receive annual training, addressing their CPD needs and has impact.</p>	<p>Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement.</p> <p>A named member of the governor board takes a special interest in subject provision, supporting strategic development and holding leaders to account.</p> <p>All staff receive annual training to maintain their confidence and build expertise.</p>	<p>There is a five-year strategic vision for music that is in line with the National Plan for Music Education.</p> <p>Staff deliver training beyond their own school setting, sharing expertise more widely.</p>

Community and partnerships	Focusing	Developing	Establishing	Enhancing
	<p>Engagement with the Music Hub is inconsistent. Small scale performance takes place in the community, building on existing school links.</p> <p>Some parents and carers support music-making in the school by attending events.</p>	<p>The school takes up opportunities from the Music Hub and signposts opportunities for students.</p> <p>Community links with music are established, and regular events take place throughout the school year.</p> <p>Parents and carers actively support music making, through support at events and through home learning.</p>	<p>The school makes the most of a wide range of opportunities from the Music Hub, working as an active partner.</p> <p>Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits.</p> <p>The views of pupils and parents have been considered when developing music provision.</p>	<p>The school is a leading school in the local community and with their Music Hub.</p> <p>There is a co-ordinated programme of community events, planned in partnership.</p> <p>Parents/carers and the wider community are actively involved in school music making.</p>

### Key features of high-quality school music provision

- Timetabled curriculum music of at least one hour each week of the school year for key stages 1-3.
- Access to lessons across a range of instruments, and voice.
- A school choir and/or vocal ensemble.
- A school ensemble/band/group.
- Space for rehearsals and individual practice.
- A termly school performance.
- Opportunity to enjoy live performance at least once a year.



Step 3 – Based on the judgements made above, set your school 3 areas to develop in the next academic year.

<b>What do you want to change or develop?</b>	<b>Why do you want to change it? (Where are you now)</b>	<b>Where do you want to be and by when?</b>	<b>How will you get there? What are the steps you will take?</b>	<b>What will you need to do this? (Resources, guidance, time, etc)</b>
1. Develop confident and consistent delivery of weekly music lessons using the Charanga Curriculum and ensure all staff are trained and feel confident to teach music lessons	Weekly music lessons are taught across the school. Confidence in delivery is variable, especially with instrumental lessons. There is not always a clear progression in skills and learning throughout the school.			Session during September Inset – refresher training for all staff on using Charanga, identify dedicated curriculum time for each class.  CPD session for staff from Dorset Music Hub date TBC
2. Monitoring and assessment of music	Enrichment activities and extra-curricular activities are well recorded with photograph and videos. These happen frequently and are an important part of music in the school. We need to ensure that we are recording and monitoring the children's		Set up a music folder (virtual or physical for each class) where annotated planning, lesson evidence, photograph and videos can be stored. Subject leader to monitor termly and check with class teachers whether any additional time or resources are needed.	Subject time Short staff meeting or Inset day slot to share with other teachers.

	progress in music lessons to the same level			
3. Build on the range of musical resources available in school.	We do not have a wide range of musical resources and instruments in school. Those we do have are old and not in good condition	Fundraise for a class set of recorders for KS2 Small range of tuned / untuned instruments Hire of ukuleles from Dorset Music Hub		

Other things to consider:

- Instrumental tuition –
- School ensemble or band

Step 4: Share your areas of development with Dorset Music Hub so they can see how best to support you to achieve your goals.

