

# Music Development Plan

## Ashbrook Music Development Plan

**How does your provision ensure every aspiring musician in your school can access the high-quality opportunities they need?**

<p><b>Vision and Intent</b></p>	<p>At Ashbrook Primary School we aim for all our pupils to develop a life-long love of music, in a school with a musical atmosphere through a wide range of quality musical experiences which engage and inspire them. At the heart of the music curriculum are creativity, curiosity and excitement and children who are developing increased self-confidence, self-esteem and collaborative skills. We aim to build a curriculum with musical sound at the cornerstone with a progressive pathway for every child. Music opportunities will support children’s mental health and allow them time to express their emotions.</p> <p>Children will perform, listen and analyse critically, sing, improvise and compose music and understand the musical elements as building blocks within music.</p>		
<p><b>What do we include in our</b></p>	<p><b>Our plan for delivering high-quality music education and supporting children’s progress</b></p>		
		<p><i>Where are we now?</i></p>	<p><i>What will we do next?</i></p>
	<p><b>Curriculum</b></p>	<p>Weekly music lessons</p>	<p>Peripatetic teachers deliver violin and drumming lessons once a week.</p> <p><i>Our scheme of learning is Kapow and it is planned as a spiral curriculum using the following principles;</i>  <b>Cyclical</b> – Pupils return to the same skills and knowledge again and again in their primary school</p>

<p>provision at Ashbrook School?</p>	<p>(setting the foundation)</p>		<p><b>Increasing depth</b> – each time a skill or knowledge is repeated it is covered in greater depth  <b>Prior Knowledge</b> – when returning to a skill, prior knowledge is utilised so pupils can build upon the foundations rather than starting again.</p>	<p>Ensure the weekly music lessons are of high quality taught by teachers.</p>
<p>In the classroom</p>	<p>High quality music provision</p>		<p>Music is inclusive for all learners.</p> <p>Music is taught consistently for every year group every week across the year and is within every timetable.</p>	<p>Support EY and KS1 staff to plan topics to collaborate with the musical notations.</p>
<p>Beyond the classroom</p>			<p>In Early Years music is delivered through holistic practice as an integral part of early development and that musical development matters. Music is planned for across the four musical areas: Hearing &amp; Listening, Vocalising &amp; Singing, Moving &amp; Dancing, Exploring &amp; Playing. Invitations to engage with sound are planned for every day and singing is integrated throughout the day. Each week there is a focused taught music session from Kapow.</p> <p>Pupils in KS1 are taught by class teachers so aspects of learning can be revisited throughout the week. Using Kapow, lessons are sequential and tie in with the topics that are covered in other curricular areas. Class teachers assess children’s abilities and feed back to music lead.</p>	<p>Develop whole school practice to include musical questioning.</p> <p>Use music tech appropriately for pupils in EY to make their own choices about independent listening.</p> <p>Increase use of recordings for reflection and self-evaluation.</p> <p>Staff cpd and training on use of iPad/recording and what to use for it.</p>

			<p>Websites such as playxlyo.com can be used to support learning across the school and iPads are used as an instrument as appropriate to support inclusion and access for pupils.</p>	<p>Create, share and embed list of questions to use for reflecting critically on learning.</p>
		<p>Primary Festivals</p>	<p>Children have the opportunity to attend primary festivals.</p> <p>Singing Playgrounds discussions to pre launching May 24</p> <p>Children in year 2 to learn to play the recorder alongside music lessons. (JW willing to teach staff)</p> <p>Year 2 have opportunities to learn the violin with a music specialist</p> <p>Children from all years have the opportunity to learn drumming with a specialist</p> <p>In Y2 children and parents are invited to primary festivals where they hear the instrumental team and school music specialist perform as an ensemble. Theatre opportunities to listen to a range of instruments.</p>	<p>Look for opportunities to attend ensemble events</p>

		<p>Parents are invited in to share lessons with their children and attend performances throughout the year.</p> <p>Instruments are provided for free without insurance costs to remove any barriers and children are encouraged to play at home.</p>	
Vocal provision -	<p>CPD in music development. During the year teachers are asked to lead singing assemblies for their own development.</p> <p>Singing is used to support developing class ethos and to support learning across the curriculum</p> <p>A number of songs are listened to in different languages</p> <p>School sing at times of celebration and massed events.</p>	<p>30 minute weekly singing assemblies led by teachers. Focus on enjoyment and learning the songs for singing playground</p>	
Listening Curriculum – Co-curricular?	<p>5 year listening curriculum planned to expose children to a wide range of genres, historical periods, music from different places and different instrumental sounds.</p>	<p>Continue to decolonise and ensure equal balance between male/female and diverse range of composers/ musicians</p> <p>Children to enter school hearing the musician of the month and weekly piece played</p> <p>Use the amplifier to put music on the playground in the mornings and afternoons playing songs from our musician of the month</p>	

			Use QR codes so adults can scan to tell them about that musician.
	Performance opportunities	<p>Music outcomes are often shared and performed either live to parents, slt, other pupils</p> <p>EY -Music/Drama performances</p> <p>Y1/2 - Christmas Nativity to parents</p> <p>Y2 leavers performance</p> <p>EY leavers performance</p> <p>Y2 violin performance to parents and KS1</p> <p>Class assemblies?</p>	Performances throughout the year eg singing with local care home, performing at local Music festival, singing at community events.
	Music resources	<p>High quality instruments (tuned and untuned) displayed with names and images to support knowledge for children and staff. Enough resources for children to make own choices for sound and play own tuned instruments to develop skills.</p> <p>EY consumable instrumental resources restocked when necessary</p> <p>Our learning timeline – a display board to add musicians and composers in their correct place throughout time. Allows chn to make links between musicians/composers and see the development of music throughout time. TO PUT IN HALL</p> <p>Library to encourage reading around subjects.</p>	<p>Annual health and safety check and re-stock as needed.</p> <p>Displays to support learning – clear elements board with appropriate language, skills board to identify learning for session, rhythm display with school terminology, staff notation with pitch names, graphic notation ideas.</p>

		<p>Communicating with parents</p>	<p>Music at Ashbrook on school website sets out Intent, implementation and impact and curriculum coverage.  <a href="https://www.ashbrookschool.co.uk/curriculum/foundation/">https://www.ashbrookschool.co.uk/curriculum/foundation/</a></p> <p>Parents are kept up to date on school website.</p> <p>Parentmail</p> <p>Facebook updates.</p> <p>Half termly school newsletter</p> <p>Visits into school to share with learning and learning outcomes.</p>	
		<p>Transition</p>	<p>Pre-school</p> <p>Links made again with pre-schools following npme offering support if desired. Suggested working from Musical Development Matters document in line with school EY planning with a focus in the short term on Vocalising &amp; Singing, using World Nursery Rhyme week as a launch with parents involved.</p>	<p>Transition: plan singing sessions together with chn and EY team.</p>
			<p>Primary 3-6</p> <p>Pass on information about instrumental learners.</p> <p>Have worked together on sharing information about joining TMA in their Harmonize group</p>	<p>Contact secondary schools who may be willing to come and perform to the children. Look at possible performance opportunities for their students/staff to link in with Ashbrook</p>

		Annual action plan	Each year areas identified to move music on and maintain high priority.	See in subject leader folder online	
	<b>Co-curricular</b>	<b>Beyond the classroom</b>	Instrumental learning	Subsidised instrumental group lessons for all children who wish to continue.  Taught by two specialist teachers  Performance opportunities – perform to KS1 during singing assemblies  Christmas lunch – group performances  Summer Concert – group/individual performances as well as orchestra performances	Continue to signpost ensemble opportunities outside school community  Using year 2s to lead the ‘singing playground’ project allow them opportunities to showcase a weekly performance in singing assembly
			Vocal	Singing playground – school group Y1 & Y2 to lead songs on the playground. Inclusive and open to all, adult provision offered for any pupils who need 1:1 support.	Singing on the playground
			Ensemble	Violin and drumming	
				Y2 Recorder club – small group carry on from in class recorder teaching	Identify a member of staff able to lead recorder club for pupils from Y2
		Progression strategy	Buildup of skills prior to first access instrumental learning. Includes recorder teaching (Y2 in preparation for woodwind)  Includes rhythm notation teaching (Y2) and beginning of staff notation referring to pitch (Y1- Y2)		

			<p>Instrumental learning inclusive for ALL pupils. Adaptions made where needed.</p> <p>In school ensemble opportunities mapped out as part of provision. Children identified for external groups and parents signposted.</p> <p>Instrumental learning shared with primary schools.</p> <p>School &amp; city vocal progression routes shared with parents.</p>	
	<b>Enrichment</b>	Live performances	<p>Cultural capital experienced through:</p> <p>Opportunity to perform in a range of venues – eg Y1 - local care homes</p> <p>Y2 to partake in the primary festivals</p> <p>Christingle in church at Christmas – all to share in,</p> <p>Opportunities to be musical with families eg creating music for the jubilee with musicians from the MK Hub</p> <p>Access to online pantomime</p> <p>EY nursery rhyme week</p> <p>Linking to other learning eg</p>	Hearing live music in Concert Halls

			Continue strong working relationship with Milton Keynes Music Hub	
		Career pathways	Continue to identify music careers through learning in classroom and external experiences.  Signpost parents to opportunities outside of school.	
Leadership		<i>Where are we now?</i>		<i>What will we do next?</i>
	<b>Executive Principle/ Governors</b>	Music lead who believes in power and value of music education.  Subsidised instrumental provision and music specialist teacher and included in annual budgets		Identify member of IfTL responsibility for music
	<b>Subject Leader</b>	Able to read music and teach. Able to teach recorders and play guitar and piano.		
	<b>Teachers</b>	Supportive teachers who understand and believe in the importance of music. Inquisitive and always ask for support in ensure the best for their pupils.		Continue with CPD training and half termly support in KS1/EY
	<b>Pupils</b>	Pupils who LOVE music, who value enrichment opportunities and love musical learning.  They say:  ‘Music is amazing because we can make fabulous sounds’  ‘Music is enjoying myself and showing my passion’  ‘Music is an opportunity for creativity and expression and changes my mood’		Pupil leadership team to evaluate and inform planning, support with practice slots.  Singing leaders to lead singing on the playground and support in singing assembly?

		<p>‘Music is very fun because you learn to play lots of new instruments.</p> <p>‘Music is my world. Our lessons are always fast and pacey!’</p> <p>It makes me feel: happy, calm, excited, energised, calm, shiny, WOO, enjoyable, nostalgic, energetic, alive, shiny and essential.</p>	
<p><b>Communities &amp; Partnership</b></p>	<p><i>Where are we now?</i></p>		<p><i>What will we do next?</i></p>
	<p>MK Music Hub – very strong working relationship. Take advantage of free opportunities and work together.</p> <p>Sessions with peri team and families in Y2 to triangulate and show all important in journey.</p> <p>School community – support musical events.</p> <p>Continue to work closely with Two Mile Ash and secondary schools in area.</p>	<p>Maintain relationship with MK music hub</p> <p>Find opportunities to perform within the community, invite community members in to perform to our children.</p> <p>Parents in to support with topics – eg rap/edm</p> <p>Ask if we have any musical parents that can come and perform or share opportunities</p>	

Continue to signpost external family events to support parents with musical learning.

*Created by Jane Watkins*

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