

Music development plan must address the following:

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year



Part A: Music Curriculum

Content and Sequencing

Victoria Lane Academy uses the Charanga Music Scheme. The scheme of work has been evaluated by leaders to ensure it fulfils the statutory requirements of the National Curriculum (2014).

The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

School's music curriculum can be accessed through the following link: <https://charanga.com/site/loq-in/>

School's intention is to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within school. Sequencing and progression are clear within the school and children explore music through the inter-related dimensions of: performing, listening, composing, the history of music.

School focuses on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Through the curriculum, children develop the musical skills of **listening and responding to music, singing, playing tuned and un-tuned instruments and improvising and composing.**

Charanga is designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

The curriculum introduces children to music from around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of different communities and their traditions.

Pupils are taught musical notation and how to compose music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

As children progress through the school, the expectation is that they maintain their concentration for longer and listen to more extended and complex pieces of music. Children are also taught the disciplinary skills associated with music so that they can make music individually and come together with their peers to perform on groups and ensemble, regardless of musical style.

Through music, children develop transferable skills such as team-work, leadership, creative thinking, problem-solving, decision-making, as well as “arts” specific skills such as presentation and performance. These skills are vital to children’s development as learners and have a wider application in their general lives outside and beyond school.

Delivery

Each class covers one unit per half-term. Music is taught as a discrete lesson usually lasting 60 minutes. We also have weekly singing assemblies where children develop their singing and performing skills.

When teaching music, school ensures that the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands within a specific topic designed to capture pupils’ imagination and encourage them to explore music enthusiastically. Central to the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others’ music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context.

The different elements of music are taught so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. Children learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions. Children are given opportunities to apply their skills and are given a chance for collaboration through playing and composing.

Over the course of a unit, lessons will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. Charanga Primary Music curriculum allows for revisiting and consolidating skills. Lesson plans and resources help children build on prior knowledge, alongside introducing new skills and challenges. Children progress in terms of tackling more complex tasks, as well as developing understanding and knowledge of the history of music, musical notations, as well as the interrelated dimensions of music. Music spans from Reception to Y6. Music is used and promoted across a range of areas of learning, such as literacy and mathematics, through the use of songs and rhymes, and is an integral part of school’s Expressive Arts offer. Music also contributes to children’s knowledge and understanding of the world through engaging in songs and music from different cultures.

Access/Adaptation

School aims to remove barriers to learning for pupils with SEND. Explicit instructions and scaffolding enable all pupils to achieve and succeed in music. School recognises that children have widely different musical abilities

in all classes, so the music curriculum is adapted where necessary for all children by matching the challenge of the task to the ability of the child. This is achieved through a variety of ways:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group; or mixing them up to support each other;
- Providing resources depending on the ability of the child;
- Using TAs to support the work of individuals or groups of children

Assessment

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy. On-going assessment is used within lessons to reshape learning and ensure children reach clear outcomes. Assessments are used diagnostically by teachers to evaluate learning and inform teaching. Teachers and senior leaders use assessment information to evaluate children's standards and achievements and to inform future provision and school development. At the end of the year, teachers make a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Profile. Summative assessments are recorded on school's foundation subject assessment trackers as well as being recorded in the Foundation Stage Profile as part of the Expressive Arts judgement.

School has a range of instruments. There is a central store of:

- Recorders
- Xylophones and Glockenspiels
- Percussion instruments
- Songbooks and Christmas Production packs
- CDs

Space and resources allow for a broad music curriculum, for all students, including practice areas and access to music technology, to assist learning. The school iPads are installed with applications which enable them to be used as instruments and for composition.

Part B: Co-curricular Music

During the course of the year, pupils from Y3 to Y6 have the opportunity to perform with the school performing arts club. Performances take place in school and the community. For example, they perform our Christmas production in school but they have also performed in church.

Children from Reception to Y6 take part in weekly singing assemblies where they learn and perform a variety of songs including songs from well-known musicals and films, popular culture and other cultures. All children get to perform in our Christmas productions and Reception and Y6 perform in their end of year graduation ceremonies.

Part C: Musical experiences

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes as the whole school, sometimes as a class or group and individually. These opportunities occur across the school year and contribute to the overall time allocated for music.

Across all key stages, children have a range of opportunities to experience live music. This includes musical theatre performances, courtesy of M and M Theatrical Production who come into school, visits to the theatres in Durham and Darlington, Newcastle and visiting musicians. As much as possible all musical experiences are free or are heavily subsidised for particular groups.

Opportunities for musical experiences are also promoted through a range of activities both formal and informal through the curriculum e.g. songs and rhymes in English and maths; History, examining music and the culture of the time; PE through dance and rhythmic gymnastics; Computing through composing using APPs and software etc.

School has close links with one of its secondary school feeder schools (King James I Academy). From Year 4 onwards, children are invited for into school for music taster sessions.

School's overall provision promotes diversity, valuing all musical styles, genres and traditions equally; this is reflected in the curriculum content, clubs, groups and enrichment opportunities on offer, drawing on the skills, talents and interests of staff. Parents and carers actively support music making, through support at events.

In the future

Provision

We would like to be able to engage with Durham Music Service to get professionals in to teach the children how to play instruments such as guitars/ukuleles, woodwind instruments and drums; this would enhance our music offer in school. This will depend on money being available in the school budget in future years.

Co-curricular activities

We would like to plan more opportunities for our performing arts club and possibly a school choir to perform outside of the school environment, possibly for local care homes or in the community at different events.

CPD and capacity planning

Plan CPD for classroom teachers to increase confidence in singing and playing percussion instruments in the classroom to enhance this aspect of the curriculum.

Links with external music organisations

Source additional funding from hub/charities/fundraising to purchase instruments.

Performance opportunities

Plan 'mini performances' into the curriculum so that classes can showcase what they have been working on in each half term – this could be for another class in school, a recorded performance for parents on Class Dojo, or within a whole-school assembly where we celebrate and appreciate all classes achievements in music.

Resourcing

Continue to build school's resource bank of instruments.