# Music development plan summary: East Bridgford St Peter’s CE Academy 2024 - 2025

## Overview

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| Detail | Information |
| Academic year that this summary covers | 2024 - 2025 |
| Date this summary was published | July 2024 |
| Date this summary will be reviewed | July 2025 |
| Name of the school music lead | Del Gilbey |
| Name of school leadership team member with responsibility for music (if different) |  |
| Name of local music hub | Inspire Nottingham?? |
| Name of other music education organisation(s) (if partnership in place) |  |

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils’ music education.

## 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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| Our full Music Curriculum 2 year rolling programme can be found on the school website on the [music curriculum page](https://www.eastbridgfordstpeters.co.uk/music-3/).  The Model Music Curriculum inspired our curriculum, which is informed by the non-statutory National Curriculum Guidance.  It is our aim for children to have access to half an hour of quality music each week, taught by class teachers or a music specialist. Teaching is supported by specialist planning, and the **Sparkyard** curriculum scheme of work. This musical learning is further supplemented by weekly singing assemblies in each key stage, lasting 15 minutes.  At St Peter’s, we follow a structured scheme of work called **Sparkyard.**  With **Out of the Ark**songs at its heart, it uses a skills-based approach where key musical concepts and themes are developed and revisited across the year groups, building on knowledge and understanding at every stage. Throughout 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.  Each unit develops an understanding of the dimensions (elements) of music throughout the scheme.  Each unit has as its focus one process such as performance or composition, or one dimension, such as pitch, but the learning progresses within the context of all the inter-related processes and dimensions of music.  A wide variety of notations, including picture, graphic, rhythm and staff notation are integrated, wherever appropriate, with practical music -making activities throughout the scheme.  Notations are used progressively to promote understanding and use of the representation of sound in symbols by all children. As a staff, we are working to find a way to collect evidence of music teaching to show progression year on year.  The key musical focuses we teach the children are:   * Listening * Structure * Beat * Rhythm * Composition * Performance   We believe that performance is essential in building confidence and self -esteem in our children and for this reason, every child at St. Peter’s from EYFS to Year 6 will have a part in a performance every year. Performances can take the form of seasonal celebrations such as harvest, plays, musicals, dance shows, instrument renditions and concerts. Through this, our children are able to grow in confidence, pride, develop teamwork and revel in the joy of performance – striving to be ‘the best they can be’. Our school is proud to perform regularly in the local community to foster a sense of belonging.  The music lead teacher supplements the curriculum lessons by introducing pupils to a range of musical genres, composers and historical styles through a range of ‘listening music’ in daily assemblies.  Our expectations are that all children with SEND access our music curriculum. Should any child with SEND need support, class teachers will discuss the type of support needed in music with the SENCO and Music Lead.  Peripatetic music teachers offer children the opportunity to learn woodwind, drums, piano, recorder and stringed instruments, as well as voice. |

## Part B: Extra-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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| We offer many opportunities for pupils to make additional progress in music beyond the core curriculum. One-to-one and small-group tuition is available in the school day for string lessons, woodwind lessons, guitar lessons, piano lessons, recorder and drum lessons in Key Stage1 and 2, each by visiting peripatetic music teachers or volunteers.  These lessons are paid for by parents; however, the school funds these lessons for families with pupil premium eligibility. 21% of KS2 pupils take advantage of these opportunities.  Large-group tuition for voice ensemble is offered through different choirs over the school year to pupils in years 5 and 6 led by the music lead teacher. 70% of our Year 5 and 6 children participated in a choir at some point during the last year. |

## 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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| Children have the opportunity to perform or experience high quality music. The opportunities last year were:   * KS1 Choir singing at Christmas at a PTA event. * Pre-school Nativity performance. * EYFS and KS1 Nativity performance. * EYFS, KS1 and KS2 Harvest performances in curch. * KS2 Christmas carol concert in church. * KS2 Choir singing at Harvest, Christmas and Easter. * Year 5 and 6 performing at the end of year show. * Upper Key Stage 2 Choir performing to the public in John Lewis and the local community. * Recorder groups – (descant, treble and tenor) performing regularly in assemblies and at the school barbecue * Ensembles and soloists performing at our annual Musical Evening. * 50 children from Upper Key Stage 2 participated in the Young Voices children’s choir concert. * Annual visit to the pantomime to expose all children to music as part of a production. |

## In the future

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

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| Over the next academic year, we aim to:   * Further enhance our peripatetic music offer to greater numbers of pupil premium children. * Develop the idea of listening music and ‘composer of the week’ in daily assemblies. * Increase the number of instruments the school has to use in lessons and lend out to PP children. * Further develop our singing assemblies and whole school songs. * Upskill all teachers in the teaching of music through in school INSET. |

## Further information (optional)

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| The Department for Education publishes a [guide for parents and young people](https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people) on how they can get involved in music in and out of school, and where they can go to for support beyond the school. |