# Music development plan summary:St Michael’s CE Bamford Primary School

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| All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25. This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education/): * 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

The summary should reflect your school’s music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision. Before publishing your completed summary, delete the advice in this template along with this text box. |

## Overview

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| Detail | Information |
| Academic year that this summary covers | 2024-25 |
| Date this summary was published | 14/02/25 |
| Date this summary will be reviewed | April 2027 |
| Name of the school music lead | Mrs C Willis |
| Name of school leadership team member with responsibility for music (if different) | Mrs M Barratt |
| Name of local music hub  | Rochdale |
| 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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| **Music Intent** At St Michael’s C of E Primary School, we want to create a **passion** for music in our children that will stay with them in their future lives. We want to ensure that music is an **inspiring** and **engaging** experience that enables every child to develop their **musical potential** and develops an **appreciation** of the **value of** **music**that is **deeply personal** to them. We want children to have a **curiosity** for the subject and a respect for the role that music may play in any person’s life. We endeavour to provide a variety of musical experiences through a curriculum which **develops learning**, **improves knowledge** and **promotes pupil well-being** through building up the **confidence** of all children.  Music can impact the way that children feel, think and act; we want music to encourage the body and mind to work together, develop **motor skills** and allow **self-expression.**As a result of our Music Curriculum we want our children to:* Explore the **musical heritage**, **tradition** and **culture** of Rochdale and that locally.
* Develop a **love** and **appreciation** of music.
* Make judgements and express **personal preferences** about the quality and style of music.
* Listen to, review and evaluate music across a range of genres, styles and historical periods.
* Create and compose music both individually and **collaboratively**.
* Develop an ability to understand rhythm, structure and organisation.
* Be given opportunities to play a wide variety of instruments, both tuned and un-tuned.
* Read and write musical notation.
* Have knowledge of and use a range of musical vocabulary to discuss music and develop **descriptive language skills**.
* Sing in tune using voices to create different effects.
* Take part in performances with an awareness of audience.
* Display a **deep understanding** of our school **values** by listening to, interpreting and expressing themselves through music.

 As a Christian school our values are at the heart of everything we do. We want our children to show their understanding of those values through music and to use music as a tool to become **courageous advocates**, highlighting issues that are important to them. Music plays an important part in helping children feel part of a **community**. We want to ensure children understand the value and importance of music in the **wider community** and encourage them to use their **musical skills**, **knowledge** and **experience** to involve themselves and others in music.**Implementation**The implementation of our intent is planned using Jolly Music, Music Express and BBc Ten Pieces. Each resource is designed to ensure full coverage of the National Curriculum. It provides wide exposure to **musical styles** and **genres** from different times and places and promotes the exploration of the **language of music** through active listening, performing and composing activities. Each unit follows a **sequence of learning**: listen and appraise, interrelated dimensions of music, singing, playing Instruments, improvisation, composition, perform and share. This approach ensures the children get a rich learning experience covering all aspects of music.There is a clear **progression of skills and knowledge** to accompany each unit that sets out exactly how the children progress throughout the year and year on year.**Knowledge organisers** provide a foundation for the learning for each topic and include - vocabulary, genre, style, instrumental parts for improvisation and composition, listening and appraising, musical dimensions.In addition to the scheme, children are given the opportunity to learn to play **musical instruments** including Glockenspiels, Handbells, Recorders and Ukuleles.Our Music curriculum reflects the **intent** of our whole school curriculum and all children are given the opportunity to use their musical knowledge and skills as a medium to express themselves during their **advocacy** projects in the final term.**Impact**As a result of the music curriculum, children at St Michael’s CE Primary School develop a **love of music** and increased understanding of the **impact** that music can have on their own and others’ lives.Children demonstrate **progression of knowledge and skills** which they continuously build on and embed.Through music, children develop the fundamental competencies of confidence, curiosity, collaboration, communication, creativity, commitment and craftsmanship.Children develop an understanding of **culture** and **history** in relation to themselves individually, their local music **heritage** and music from ethnicities from around the world. We monitor the impact of our curriculum through**deep dives**, **pupil voice** exercises, **work scrutiny** and **teaching and learning observations.**Music is assessed on OnTrak and this data is used to make judgements on children’s progress and achievement. |

## 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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| Music tuition our school offers outside of what is taught in lesson time includes instrumental lessons with Rochdale Music Service peripatetic teachers in guitar and woodwind. There is a cost to parents for this provision.Choir is popular and runs every week on a Wednesday after school. The choir is often asked to perform at local churches for services, the dementia café, and other functions.Each class from Year 4 to Year 6 has 10 weeks per year cornet tuition for an hour per week. In the remaining eight weeks each summer term, pupils showing the most promise and enjoyment are selected to take part in band rehearsals, extending their knowledge to other wind instruments as they progress through school. The band then perform for parents and the school. |

## 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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| Pupils take part in a variety of musical productions during their time in school. They have the opportunity to use drama skills and to extend their musical abilities by singing a range of songs.In Nursery, children perform songs and rhymes in the classroom for their families watching on Teams.In Reception, children speak and sing in a Nativity Play, performed for parents via Teams, from the classroom.In Year 1 and 2, pupils perform a Nativity Play in the hall for their parents. Year 2 take the main roles, supported by Year 1.In Year 3 and 4, pupils present a play at Easter for parents, with staging in the hall. Year 4 take the main roles with support from Year 3.In Year 5 and 6, pupils perform a longer, more complex play which incorporates humour. Year 6 shine in the main roles with Year 5 supporting.Speaking, singing and acting is of exceptionally high quality. We carefully sequence the elements of performing, building the expectations in order to support our pupils to gain confidence and develop their musical abilities.Pupils also have opportunities to perform in class assemblies every year, which always include singing elements. There are also regular days planned where pupils perform for the rest of the school eg each class learning a range of songs from different cultures, or ‘Beatles Day’. |

## In the future

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

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| * Music provision is of very high quality here at St Michael’s.
* One aspect that we are working to improve is access to meaningful opportunities to compose using IT.
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