

BROOMWOOD PRIMARY SCHOOL



Music Development Plan – Broomwood Primary School

School: Broomwood Primary School

Trust/local authority: Trafford

Local music hub: Trafford

Music lead: Virginia Lindop

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	Music Development Plan
1 – Overall objective	<p><i>The overall objective for music provision in your school.</i></p> <p>Through the provision of high-quality music education, we aim to inspire all pupils to develop a love of music and to enhance their talents as musicians. In addition, through shared musical experience (e.g. whole-school singing, ensemble playing and engaging with fellow pupils in shared musical performance) we aim to develop a broader sense of achievement. We further aim to provide opportunities for pupils to learn to play a musical instrument and thereby participate in ensembles within school and in the local community.</p> <p>The Model Music Curriculum (2021) sets out a sound framework for learning and the development of musicianship. This framework comprises four key elements: singing, listening, composing and performing/instrumental performance. Broomwood Primary School is committed to ensuring that all pupils are provided with a rich music curriculum; and with this in mind, is working to fully integrate the four elements of the Model Music Curriculum.</p>
2 – Key components	<p><i>List the key components that will make up the music provision in your school. The list below is an example and should be adapted for your school.</i></p> <p><i>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</i></p> <p>The Model Music Curriculum framework highlights that music education for all pupils should include the following:</p> <ul style="list-style-type: none">● At Key Stages 1 and 2, pupils should receive a minimum of one hour of teaching a week, which may take the form of short sessions spread across the week.● In Years 3 or 4 each class should start a whole-class instrumental programme lasting a minimum of one term. This mandatory term should, ideally, be supported by teachers from the local Music Education Hub and



opportunities for development should continue beyond the mandatory term.

- In Key Stages 1 and 2 there should be access to both rhythmic and melodic elements; this may be as part of the whole-class instrumental programme and/or in other classroom teaching.

Broomwood Primary School meets the requirements for Key Stage 1 as set out above, i.e. pupils are taught music for an hour each week (following the Kapow lesson structure). These lessons link to a thematic curriculum which changes each half term. Kapow provides detailed lesson plans, which include inspiring cross curricular themes and we have tailored these to work alongside our whole school curriculum long term plans for Key Stage 1. In addition, we make full use of a range of teacher CPD materials, including demonstration videos provided by Kapow which support teaching staff, both in terms of their music teaching and music knowledge development. Kapow also includes a selection of whole class instrumental lessons, which are made full use of within Key Stage 1. In addition, Key Stage 1 pupils benefit from a whole class 'Wider Opportunities Ukulele Project' initiative facilitated by Trafford Council, which spans a full term. (This takes place during the spring term for Year 1 and the summer term for Year 2)

Within Key Stage 2, the pupils are also taught music for one hour each week, again following the Kapow framework. In addition, lower Key Stage 2 pupils are taught 'Wider Opportunities Samba' lessons during the summer term and Upper Key Stage 2 pupils the 'Wider Opportunities African drumming' lessons, during the autumn term. Both rhythmic and melodic instruments are taught, either within classroom teaching when using Kapow, or through the whole-class instrumental lessons.

Note. The curriculum follows a two-year cycle of year A and year B, please see the music long term plan which will highlight what is being taught throughout each year (Appendix 1)

Music is embedded throughout the EYFS curriculum and classrooms are set up to celebrate and promote the children's passion for music and the development of musical skills. The learning and development of music is facilitated through planned, purposeful play and through a mix of adult-led and child-initiated activities. Music within the EYFS is structured to develop children's phonics, language, attention and listening skills.

Reception classes use the Kapow framework to support the music curriculum and they have regular music lessons each half



term. Preschool and Nursery follow a more exploratory music curriculum, which includes singing a range of nursery rhymes, exploring percussion instruments, listening to different sounds and learning some musical vocabulary e.g. loud, quiet (dynamics) fast and slow (tempo). We are currently looking to develop the music curriculum further for preschool and nursery, including purchasing 'Music Playtime' which is specifically for three to seven year olds.

Performance is at the heart of Broomwood Primary School's music curriculum and at Key Stages 1 and 2 pupils are encouraged to perform regularly to an audience. As a minimum, performances take place at Christmas (Key Stage 2 perform at a local church and Key Stage 1 and EYFS perform two Nativities for parents) and at Harvest Festivals, where the children perform songs and dances. In addition, Year 6 leavers plan a performance at the end of the year, which is attended by parents. This performance includes singing, dancing, performance, poetry and instrumental inputs. At the end of the 'Wider Opportunities' lessons, pupils perform to parents or other classes, with the aim of demonstrating their musical skills and the confidence they have developed. At Christmas, the whole school comes together for the 'Christingle', which includes singing seasonal songs.

Note. The next step for the Music coordinator will be to produce a performance document, which will highlight in detail the performances that take place throughout the year.

Choir/ensemble

Broomwood Primary School encourages children to engage with a range of lunchtime and after school music and performance arts clubs. The school choir and the recorder clubs regularly perform during assemblies; and at Christmas, the choir performs at various venues in the town centre, including local care/nursing homes. In doing so we raise money for school funds, which in turn enables the school to purchase additional music resources. The choir is also given the opportunity to perform at a local church Christmas service, which is attended by parents from across the school. Looking ahead, we plan to further develop the school choir, for example, by inviting staff and parents to join rehearsals, which in the long term will create more of a community choir.

Over recent years there has been a significant uptake of peripatetic lessons (including with the guitar, ukulele and the piano) and moving forward, pupils will be given more opportunities to perform within assemblies; and in turn, more parents invited to these performances.

Whole school singing assemblies



Singing assemblies take place alternate weeks at Key Stages 1 and Key Stage 2. Songs are linked to the time of year and/or to different cultures. Following the music listening progression document (see Appendix 2) pupils also listen to various genres of music and to a broad range of composers.

Within Broomwood Primary School, the promotion of equal opportunities is of the utmost importance, no less so in music education. For example, pupils are taught about both female and male composers and music is drawn from a range of cultures. Consideration is also given to how music has changed over time, including with the development of new instruments or technologies. During religious celebrations and key festivals e.g. Chinese New Year or Diwali, the children listen to music from these different cultures and come together to sing. This aims to further develop SMSC within school. Building further on religious and cultural awareness, the school arranges African Drumming workshops for our Year 5 and 6 pupils.

In the summer term, upper Key Stage 2 pupils take part in the 'Trafford Music Extravaganza', which takes place each year either at the Bridgewater Hall or at Wythenshawe Forum. In taking part in these music events, our pupils are able to work alongside (sing, make music etc.) with pupils from many other schools. They also benefit from input from a range of professional musicians, including listening to performances. This event continued throughout the pandemic, with pupils engaging online (professional musicians performed songs and the pupils joined in with these performances). Additionally, as part of the school curriculum, trips are regularly made to external performances (e.g. the whole of KS1 and KS2 visit a local pantomime or theatre productions). One recent example would be the theatre production of Billionaire Boy, during which pupils were able to watch the whole orchestra perform.

Extracurricular activity

Pupils who have shown a real flair for music have also been supported by the school, e.g. through subsidised private tuition of ukulele and guitar lessons. Where they are able, some parents also fund private tuition. Opportunities are also provided at lunchtimes for pupils to practise within school. In addition, recently a number of pupils from Year 2 and also from Year 5 were allocated extra funding from Trafford Music Service, for additional music lessons; and where appropriate, the school will look to access additional financial support for its pupils. However they are supported, these pupils are encouraged to celebrate their musical skills by contributing to various school performances, including the Christmas concert.



The National Curriculum highlights that all pupils should be taught to :

- 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.

Broomwood Primary School aims to develop the above skills by integrating them into its thematic curriculum and across the various topics. It is intended skills developed should not only show the progression through a series of lessons, but also across the year groups. We aim to provide this within a positive and enjoyable atmosphere, which will inspire all pupils to learn and grow as musicians and to achieve, believe and succeed for a brighter future. The school's music curriculum is underpinned by Kapow resources. This material provides teachers with up to date music training, lessons which link directly to our thematic curriculum and a range of teaching resources.

Progression from classroom instrumental teaching

Visiting music teacher

EYFS- Stretch and Grow

Year 1 and Year 2- Ukulele whole school lessons- Wider opportunities- Spring term and Summer term

Year 3 and 4- Samba whole school lessons- Wider opportunities - Summer term

Years 5 and 6- African drumming lessons- Wider opportunities - Autumn term

Links with external music organisations

Pupil Premium student engagement

Alongside the Wider Opportunities lessons, which take place over one term each year, a range of funded pupil premium peripatetic guitar/ukulele lessons also take place each week. In addition, the school benefits from the input of a musical theatre teacher, who teaches singing and dancing once a week. One of the key benefits of this is that pupils are taught singing and dance by a subject specialist. The musical theatre teacher also runs a weekly after school club, which is popular and well attended. Pupil Premium Funding provides the vital resources by which these various resources are made available to our pupils.

Succession planning and CPD



	<p>Music training is provided for staff on INSET days and during other staff meetings and adhoc training events throughout the year. In particular, training is designed to update and inform staff on the Model Music Curriculum. Training has also taken place on the new curriculum and how to make use of the excellent resources provided by Kapow. These issues will continue to be a focus for staff training over the coming year. Subject specialist staff also support pupils directly within the Wider Opportunities lessons, which has the added benefit of providing class teachers with ongoing training and support (CPD) with their own musical knowledge. Moving forward, a structured training programme will be built into the new CPD plan in order to ensure continued support for classroom teachers (e.g. on how to implement the listening document).</p>
<p>3 – Classroom instrumental teaching</p>	<p><i>Include details of the school's offer for each year group. How will students progress? Who will teach this? How will instruments be funded? How will lessons be inclusive? Where to next?</i></p> <p>EYFS- Stretch and Grow Whole class Wider Opportunities lessons will take place for one whole term per class. This will involve a specialised music teacher leading the various sessions, with the class teacher supporting within the session. Pupils will build on the knowledge gained from the previous Wider Opportunities sessions and in turn, from the Kapow lessons which are taught within regular music lessons. Year 1 and Year 2- Ukulele whole school lessons- Wider opportunities- Spring term and Summer term Year 3 and 4- Samba whole school lessons- Wider opportunities - Summer term Years 5 and 6- African drumming lessons- Wider opportunities - Autumn term</p>
<p>4 – Implementation of key components</p>	<p><i>Consider how the key components listed above will be implemented (excluding classroom instrumental teaching).</i></p> <p>Please see the whole school Long Term planning documents for Years A and Year B (Appendix 1). In addition, please see the Whole School listening document (Appendix 2), which highlights the range of music pupils listen to across the school. Pupils will listen to a range of music each week (e.g. during singing assemblies, every morning when they enter the classroom and within their weekly music lessons).</p> <p>The Model Music Curriculum highlights the programme of performances the children will engage with at least once a term, Details can be found in the performances document. (Appendix 3)</p>



<p>5 – Communication activities</p>	<p><i>Write a communication plan, including information about how you'll keep parents updated via the school website; how a leaflet might be produced to inform parents about the whole school music offering; how social media might be used. Click for an example from Lakeside Primary.</i></p> <p>The music section on the school website is updated regularly to inform parents of the music curriculum at Broomwood Primary School. This includes a copy of the 'Model Music Curriculum', the "Music Intent, Implementation and Impact" document, the 'Music Overview' with the long-term plans for year A and B, the 'Music Progression of Skills and Vocabulary' document and the school 'Music Policy'. There is also information about the music that the children will listen to each half term; in assemblies or within their classrooms. There is information on the school website to inform the parents about the music opportunities the children are given, the whole class music projects (which take place from Year 1 to Year 6) and the various performance opportunities the children are given. In addition, Twitter is used as a tool to share performances, and other music opportunities with parents who cannot always attend school performances. The next step for the music coordinator will be to produce a music information leaflet, to inform parents further and to support them in booking instrumental lessons.</p>
<p>6 – Evaluation process for the success of the Music Development Plan</p>	<p><i>Decide how you are going to track whether the plan is working. Include timeframes for progress meetings.</i></p> <p>Tracking will be undertaken through:</p> <ul style="list-style-type: none"> ● Monitoring of pupils' books to evaluate the effectiveness of teaching and learning. ● Undertaking music learning walks and attending a selection of whole class music lessons/Kapow lessons. ● Monitoring target tracker results for music. ● Undertaking staff questionnaires, with the aim of ascertaining levels of class teacher confidence in teaching music using Kapow. ● Pupil voice- a selection of pupils from each class will be asked to feed back on their experiences. ● Reviewing the Wider Opportunities lessons and the learning that takes place through QR codes at the beginning of the sessions and then at the end.



<p>7 – Transition work with local secondary schools</p>	<p><i>Consider what you will do to maintain musical engagement from Year 6 to Year 7, including any communication you will make with local secondary schools.</i></p> <p>As a school, we are building links with local secondary schools. These links include visits from past pupils who come to share their experiences of their music education and to perform pieces of music. These secondary pupils have also performed music within assemblies to share their experience and learning and to promote music lessons more widely. Moving forward, the music coordinator will look to increase the level of contribution made by past pupils and others.</p> <p>Year 6 pupils will take part in the Trafford’s Year 6 transition experience; whereby they will learn a range of songs that other Year 6 pupils across the borough will learn and perform. During the summer term, Year 6 teachers will receive training videos to support with this.</p>
<p>8 – Budget materials and staffing</p>	<p><i>Include details of budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used. Plan CPD.</i></p> <p>A large proportion of the music budget of £6000 is allocated towards the ‘Wider Opportunities’ lessons for Years 1 to 6. EYFS also take part in stretch and grow sessions funded through the music budget.</p> <p>The school recently undertook an audit of the musical instruments. Resulting from this audit, the school plans to add to its existing resources in a number of areas (e.g. a new keyboard and a new portable music speaker system, a class set of glockenspiels) and also to replace several old and/or defective instruments.</p> <p>Funding has also recently been provided for the music coordinator to attend external training events linked to music within EYFS. As a follow up and as part of staff training, feedback on this training was provided to the rest of the EYFS team. Further music training will be sourced and resourced, as necessary.</p>



9 – Pupil Premium and SEND provision	<p><i>What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?</i></p> <p>Several pupil premium children have (and will continue to have) funded guitar and ukulele lessons each week. Additionally, every class throughout the school from years 1-6 will benefit from ‘Wider Opportunities’ music lessons, for one term each year. SEN pupils will be supported further within these lessons by the class teacher. A number of SEN pupils are invited to take part in weekly Yoga sessions, which include listening to music for relaxation.</p>
10 – Summary Action Plan	<p><i>Write a list of immediate actions – make them SMART (specific, measurable, achievable, relevant, time-bound).</i></p> <ol style="list-style-type: none">1. To update the Music Policy to ensure it is relevant to and complies with all of the changes within the Music Curriculum.2. To develop the peripatetic music lessons across the school, with the aim of setting up an ensemble over the next year.3. To ensure that Kapow has been implemented effectively across the school, and that staff are confident in using these resources when teaching music.4. To develop the whole school listening progression document for Year A and Year B.5. To produce a performance document, which highlights when performances will take place for each cohort throughout the year.