

Music development plan summary: Perry Hall Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	01/09/2024
Date this summary will be reviewed	01/07/2025
Name of the school music lead	Molly Jones
Name of school leadership team member with responsibility for music (if different)	Danielle Holdcroft
Name of local music hub	Wolverhampton Music Service
Name of other music education organisation(s) (if partnership in place)	Primary Curriculum Knowledge Rocksteady Music School

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.

At Perry Hall Primary School, we strive for our pupils to develop a life-long love of music which is fostered through a wide range of high-quality musical experiences. At the heart of the music curriculum is creativity, curiosity and excitement with a focus on developing increased self-confidence, self-esteem and collaborative skills of all pupils.

Our music curriculum closely adheres to the requirements set out by the DfE in 2021 through their Model Music Curriculum: we use the Primary Knowledge Curriculum (PKC) scheme of learning to deliver an ambitious, coherent and enabling curriculum to our pupils from EYFS across to KS2. The PKC curriculum is a knowledge rich curriculum which seeks to:

- place powerful knowledge at the heart of the curriculum;
- is organised in a coherent way, ensuring it builds from year to year;

- is cumulative, constructing firm foundations from which children can build conceptual understanding and skills over time;
- allows children to learn more and remember more over time;
- is an entitlement for every child, regardless of background;
- and is coherent and ensures that teaching does not jump from topic to topic, but enables children to develop knowledge, foster curiosity and ignite a love of learning.

Each unit of teaching enables our children to engage in singing, listening, practising and performance activities, developing their technical, constructive and expressive skills as confident musicians. Music is taught weekly for an hour across KS1 and KS2. In EYFS, music is taught through the provision on offer to pupils. Through the PKC music curriculum, pupils begin to understand the language of music and become more 'musical'. As such, each unit has a musical focus, such as pulse, rhythm, tempo, pitch, timbre, dynamics, form/structure, texture or harmony or a combination of these. These are sometimes called the dimensions of music. Knowledge of the dimensions is sometimes referred to as 'constructive' knowledge. Pupils may explore how music is constructed using the elements of music by listening analytically or using them as components to build their own compositions. Experience of, understanding and use of these elements build gradually throughout the curriculum. For example, in year one children begin to understand pulse by marching. By the time they reach year 6, they have progressed to learn the difference between simple and compound metre.

Alongside this, staff use the Charanga music programme to offer a learning approach for our younger pupils that is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. In addition to a wealth of well-known nursery rhymes, chants, songs and related activities, the learning within Charanga equips learners with the foundation of musical understanding.

To supplement the teaching of theory and musical knowledge, children are supported on their music journey through a number of additional opportunities to learn an instrument including Rock Steady, the Wolverhampton Music Service and several opportunities to learn, practice and perform what they have learnt.

All SEND pupils across the school have the opportunity to engage in music throughout their week. The vast majority of our SEND pupils partake in whole class music lessons with their peers and alongside this, additional music-based interventions support the needs of our more profound learners within their provision. In particular, Charanga's 'anyone can play' ethos ensures that pupils of all abilities can access, enjoy and make music.

Furthermore, SEND pupils are encouraged to explore how the music of a variety of genres, and from different cultures makes them feel, and express this through the means most suitable to their differing needs. The use of 1:1 support, repetition, multi-sensory prompts to explore musical terminology, instruments names, composers and other 'fact' based learning are all part of the music curriculum offered to our SEND pupils.

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.

At Perry Hall, we offer one to one or small group tuition in woodwind instruments, delivered by tutors from Wolverhampton Music Service. Within these sessions, children can loan instruments and take these home to practice, ready to take accredited music examinations if they choose to do so. Parents and carers pay for these lessons; however, the Pupil Premium Grant can also be used to subsidise cost if applicable.

Pupils can also join a music after school provision, whereby they can engage in singing, instrument playing and performance experiences in a mixed year group environment.

In addition to this, all pupils engage in curriculum learning, delivered by Wolverhampton Music Service for a half term in the academic year. During this time, pupils are taught how to play an instrument and develop their learning to perform in ensemble groups within their classroom setting.

Furthermore, children also have the opportunity to learn an instrument or develop their vocals with Rocksteady Music School. Rocksteady provides in-school fun and inclusive rock and pop band lessons for our school, as well as termly performances which parents and carers are invited to attend. This provision covers drums, electric guitar, vocals, keyboard and bass. Bursary places are available for pupil premium children.

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.

In addition to planned curriculum time and our weekly music lessons, children at Perry Hall have additional musical experiences which occur during the academic year and contribute to the ethos of the Model Music Curriculum, that every young person should be able to experience music and to make progress, where music enriches individual lives as well as our school's wider community.

Music is incorporated into a variety of activities and events within school, such as classroom routines and special celebrations. During the Summer term, children attend and join in with our annual festival (GlastonPerry), where each year group performs a song following a relevant theme to an audience of their peers, school staff, parents and carers.

Through the Primary Curriculum Knowledge scheme, there are opportunities for pupils to experience music through a variety of academic contexts and through a range of activities so that the curriculum is language rich, sequenced and progressive.

Visitors are used within school to enhance the music curriculum where appropriate through workshops and musical performances e.g. Spanish music performances as part of our 'MFL day' and live performances celebrating Black History Month from Wolverhampton Music Service.

The overall provision is inclusive and diverse, valuing all music styles, genres and traditions equally. Our children can enjoy musical performances, both as musicians and members of an audience, through clubs, enrichment and curriculum intentions. A variety of musical practices are woven throughout the curriculum and are carefully sequenced so that pupils can build procedural knowledge and technical skills through practice. This allows them to begin to realise and develop their own expressive intentions through music.

In the future

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

- Broaden children's use of musical vocabulary so that there is clear progression in pupils' understanding of this throughout school.
- Location of a designated space for children to practice solo and in ensembles in their own time (break and lunch times).
- Further opportunities for children to see live performances and orchestral music (both in and outside of school).
- Further opportunities for children to partake in live performances (school talent show).
- Embedding of the Primary Curriculum Knowledge scheme within music teaching.