Worlebury Music Development Plan (Revised 2024-2025)

Intent:

At Worlebury School, music helps us to share our joy through our core Christian values and for joy, pleasure and entertainment. We believe that singing and playing musical instruments are life skills that promote self-confidence, musicality and offer immense joy in expressing oneself artistically and creatively. We understand that music enriches the artistic aspects of the curriculum and helps to strengthen core skills in oracy, imaginative expression for writing as well as logical and methodical thinking for maths. Singing songs exposes new and rich "vocabulary that stretches children", aids "articulation in terms of speech and language difficulties" and enables children to grasp the "basics of music theory and…builds musical repertoires" (DfE, 2011).

Worlebury St. Paul's Primary School follows the Charanga musical programme to support our teaching, learning and assessment of the Worlebury School Musical Curriculum. In addition, our curriculum is adapted to take account of our drive to promote greater diversity, culture and inclusion within our curriculum.

Whilst Charanga supports clear spiralled progression of knowledge, skills and application of material that builds across the primary phase, we have also adapted it to meet the needs of our children living within our local community and how musicality is implemented within our wider curriculum and beyond our school gates. We recognise how "learning about music is a vital part of a broad and rounded education" and that, when "taught well, music gives pupils the opportunity to make music, think more musically and, crucially, become even more musical (DfE, 2023)

As we continually strive to apply our musicality within wider contexts, our children These opportunities provide our children with unique and meaningful contexts within which they can develop musicality and performance beyond the school gates and with a wide range of audiences and contexts; thus "building a sense of community and well-being amongst pupils and staff" (Ofsted, 2019).

Opportunities for all (Inclusion):

Inclusion is at the forefront of our musical curriculum and all children are given opportunities to take part in enrichment activities – both as part of the musical curriculum and after school enrichment. All children from low-income families are not charged for after school enrichment.

Tuned instruments:

As children begin their spiralled musical curriculum in EYFS and progress throughout the primary phase, so will their confidence and ability in accessing tuned instruments. Children will have access to a wide range of musical instruments supported by the interactive

resources within the Charanga online programme. The Worlebury curriculum has chosen to focus on 3 core instrument types (although this list is not exhaustive). These instruments have been selected to offer range: woodwind and percussion and are transferrable to other instruments (eg: flute and piano).

Instruments taught at Worlebury include hand bells, glockenspiels, recorders, and keyboards.

Children are encouraged to play instruments in school they are learning inside/outside of Worlebury.

Implementation:

In the academic year, the Musical curriculum has progressed to the Model Music Curriculum (Version 2) that adds additional rigor and challenge to ensure teaching and learning goes beyond the minimal expectations as outlined within the national curriculum.

Musical Spotlights encourage children to consider historical and cultural perspectives of music. They challenge children to focus on specific musical elements in songs, music and composition so they begin to dig deeper into genre.

Social Questions challenge children to discuss and challenge their ideas around music. Pupils are challenged to synthesise their knowledge and skills by comparing and contrasting compositions that interest them.

Teachers refer to the Charanga **'Scheme Overview'** as a starting point for planning. This document outlines:

1. The structure of lessons and content within each musical unit.
2. The supporting ideas and methodology and how each strand of musical learning within the Units of Work correspond with the national curriculum. ('**Activity Manual**' teaching companion)
3. How musical **mastery** (and **musicality**) is achieved by learning about the similar musical concept through different musical activities to enable a more secure, deeper learning and mastery of musical skills.
4. A clear overview of **Lesson Progression** and **Musical Progression** and **Inter-related Dimensions of Music** (skills spiral) across the school so that teachers understand prior and subsequent knowledge and skills within the musical curriculum so that children are 'ready to progress' to new challenges in learning.
5. How children require opportunities to **perform** and **share** work, compositions and improvisations to a range of audiences for different purposes.
6. How **assessment** should enable learners to reflect upon their own knowledge, skills and development, and enable teachers to reflect upon progress and what subsequent priorities will focus on in teaching and learning going forward.

Progression in Learning

Key documents are provided to support teachers in understanding how **progression is mapped in their Key Stage** and **Styles of Music with Cross-Curricular Links** to plan alongside other areas of learning.

The '**Key Stage Progression'** documents support teachers in understanding the sequence of units, how teaching and learning may be differentiated, and opportunities sought for composition and improvisation. This document helps to support both medium term and short-term planning.

The 'styles of music with cross-curricular links' provides suggestions of how music can be linked to other subject areas such as History, Geography and Art. It is also worth noting that mathematical connections for composition and learning the rudiments of musical notation may inspire learning around pattern, sequencing and rhythm.

Key Vocabulary

The Charanga documents **Key Words and Vocabulary for Teachers** as well as **Vocabulary for Years 1-6** help teachers to consider how musical vocabulary builds within the spiral curriculum and should be considered within the planning process. For children, the vocabulary will help them to make sense of key musical aspects relating to musicality and musical rudiments so that they can build on their skills, knowledge and understanding when working as a 'musician'.

Assessment

The Teacher assessment is a formative assessment process that takes place over time. At key points such as the end of a lesson, unit and/or a performance, teachers will consider the **impact** of teaching and learning in line with the skills and knowledge taught. This will not only enable teachers to ensure children are making musical progression within the Worlebury Curriculum but also to ensure children are 'ready to progress' to further challenge having mastered and applied learning to date.

Internal summative assessments are published in Terms 3 and 5. This takes account of musical progression for each child over the academic year against the key musical aspects of the curriculum. A proforma supports this process so that assessments are not onerous but accurately reflect key areas of strength and development. At the end of the academic year, the Class Teacher transitions this report to the subsequent year group teacher so that planning and provision can target gaps for specific children and whole-class weaknesses that may have been identified across the cohort.

Application of Learning:

In addition to classed based discrete musical lessons, the following examples offer opportunities for children to apply their musicality in rich and meaningful contexts:

Application of music includes *(but is not exhaustive of)* the following examples: Worlebury's Got Talent, Young Voices, Christmas Nativity performances, KS2 Carol concert, Easter service, Harvest service, Class led Worships, Special events (Fayres and fetes), Worships, Class based performances and recordings.

Leadership and CPD

The Worlebury St Paul's School subject leader will actively seek to:

1. Develop yearly action plans that provide training, support and CPD for staff.
2. Provide a wide range of opportunities for children across the school to take part in performances, concerts and festivals, perform to different audiences, and work alongside children from different settings.
3. Ensure that all children have access to quality tuned and untuned musical instruments in order to access and implement the musical curriculum.
4. Provide opportunities for children from low-income families to learn and play tuned instruments in addition to class provision.
5. Provide opportunities for children in Key Stage 2 to have access to private musical tuition during the learning day.
6. Network with other musical subject leaders in different schools to share best practise and upskill.
7. Monitor and support musical teaching and learning across the school to ensure quality and consistency in teaching and learning of the Worlebury Musical Curriculum and its impact on outcomes.

Strengthening the curriculum:

We use assessment tools and guides from WEMA in order to annually reflect upon and set challenging targets in order to continuously strengthen our curriculum. Our current focus is on assessment, playing tuned instruments in class and performance.