

Music Development Plan

Millhouse Primary School and Nursery

Date of adoption: 4.7.2024

Review:

Lead for this plan: Laura Logan

Links:

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Music Mark's resource page](#) for the English National Plan for Music Education

Hub Local Plan for Music Education

Trust Music Development Plan *if relevant*

School Improvement Plan

Music Policy

Charging policy for extra-curricular activities

Remissions policy (if separate to the charging policy)

Music at Millhouse

Curriculum Music

| area | what happens now | what we would like to see | link to actions |
|-----------------|--|---------------------------|-----------------|
| Overview | <p>At Millhouse Primary, our pupils learn that music is a universal language that embodies one of the highest forms of creativity. It is our intent that we make music a stimulating and enjoyable learning experience which develops the children's musical skills and prepares them for their next steps in key stage 3. Children gain an understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions and musical genres. This helps children to understand the cultural capital of being open minded in their listening as well as knowledgeable about a breadth of musical genres in the world today. We encourage children to participate in a variety of musical experiences through which they develop a love of music, improve their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement. These opportunities also ensure children understand the value and importance of music in the wider community and give our students a chance to use their musical skills, knowledge, and experiences to involve themselves in music in a variety of different contexts.</p> <p>We follow a mix of the charanga model music curriculum scheme and supplement this in KS2 with bbc 10 pieces to expose children to music from different eras of history. See our music curriculum map here.</p> | | |

| area | what happens now | what we would like to see | link to actions |
|-------------------------------------|--|--|-----------------|
| | <p>Following this ensures we cover the National Curriculum requirements.</p> <p>Music is taught for 40-60 minutes a week in each year group and children also have a 20- or 30-minute singing assembly which follows a progressively planned repertoire of songs from a range of cultures covering a variety of themes.</p> <p>We use Charanga as a digital resource that also provides its own music editing software (yustudio) and access for children to use the site at home.</p> <p>We have a range of instruments available at Millhouse including 30 ukuleles, 30 glockenspiels, 90 recorders and a large collection of percussion and untuned instruments which are shared around classes for easy access.</p> <p>Our Music assessment follows the same tracking as all other foundation subjects where teachers assess 4 key areas (compose, perform, appraise, improvise) every term.</p> | | |
| Whole Class Ensemble Tuition | <p>Year 5 have a term of Ukulele tuition from Tom Eastwood from Essex Music Service. Essex Music Service fund the term of tuition. Year 6 continue this for a half term with class teachers.</p> <p>Year 3 have a term of recorders taught by class teachers and Year 4 have a term of glockenspiels also taught by class teachers. Class teachers follow the charanga schemes.</p> <p>All instruments are provided by the school and kept at school in classes/year group area.</p> | Instruments used after whole class ensemble units to embed skills taught | 1 |
| Singing | <p>Every lesson in our charanga unit gives children the opportunity to sing.</p> <p>We have staff performances every half term so children are able to hear adults (including men) sing.</p> | | |

| area | what happens now | what we would like to see | link to actions |
|---|---|---|------------------------|
| Instrumental music | In our Charanga units, every lesson gives children the opportunity to sing and play music on either an untuned instrument or the glockenspiel or recorder. In addition to this, each year group has a term of lessons focusing on playing the recorder (year 3), glockenspiel (year 4) or Ukulele (year 6) led by class teachers following the Charanga scheme. In year 5, children have whole-class ensemble teaching in Ukulele for a term from a tutor provided by Essex Music Service. | Children perform with instruments outside of lesson time. Integrate instruments into learning after initial lessons unit so the skill is not forgotten | 5 1 |
| Technology | Currently, Music tech is taught in year 4 as a cross curricular link with ICT | Pilot scheme of music tech using charangas studio. | 4 |
| Opportunities to experience live music performance | Each class presents an assembly to parents where they perform a song or play piece of music to their parents and carers. Other classes are given the opportunity to watch these performances at another time to give them experience of being an audience member and to appreciate live music. Both choirs also regularly perform in assemblies. The bands are also invited to perform in assemblies for other children to watch. As a school, we are lucky to have a range of staff members who play instruments and sing so they are also invited to perform for children throughout the year. | Give children a wider range of live music experiences (orchestra's, jazz bands, musical theatre, singers) | |

Extra-curricular and Co-curricular Music

| area | what happens now | what we would like to see | link to actions |
|------------------|--|---|-----------------|
| Overview | All extra-curricular clubs are run by class teachers in school. Tuition is provided by a freelance music tutor. | More music clubs than just Choir | 3 |
| Singing | <p>Every child attends a 30 (Key Stage 1/ Lower Key stage 2) or 20 (Upper Key Stage 2) minute singing assembly every week. These are led by Mrs Logan, Mr Gilbert and Mrs Kench (class teachers). They are accompanied by backing tracks.</p> <p>Our school runs choirs for both Key Stage 1 and Key Stage 2 free of charge. These are run by Mrs Logan and Miss Morgan (class teachers). They rehearse weekly and take place in classrooms. There are 30 places in both of these clubs, which are reregistered twice a year.</p> <p>The Key Stage 1 choir perform at the Eastgate Shopping Centre at Christmas to help raise money for St Luke's Hospice and take part in the Basildon Infants Music Festival held at a local school. The Key Stage 2 choir take part in the Young Voices concert, subsidised by the school, at Wembley arena and also take part in the Basildon Junior Music Festival held at the Towngate Theatre. All of these events are free of cost to the children, but parents are asked to pay for their own tickets to any performances to watch their children. Both choirs also perform in assemblies, at school events and visit the care home next door to the school to sing to the residents.</p> | | |
| Ensembles | As a school, the only ensemble we provide are the KS1 and KS2 Choir and Band Club. Please see the relevant boxes. | Provide an instrument ensemble. | 3 |
| Tuition | Mr James Collinson offers instrument tuition in the form of a 'band club' where children can study drums, guitar, keyboard and voice in a group lesson. The instruments | Improve uptake of girls attending tuition | |

| area | what happens now | what we would like to see | link to actions |
|------|---|---------------------------|-----------------|
| | <p>are provided in the session as part of the cost of the lesson. This is an opportunity for children in year 2 onwards which is paid for by parents. Currently we have 16 boys and 7 girls who participate in these lessons.</p> | | |

Leadership

| area | what happens now | what we would like to see | link to actions |
|-------------------------------|---|---------------------------|-----------------|
| Governing body | Our school governing body carry out monitoring visits, meet with the subject lead and visit music across the curriculum when in school. | | |
| Senior Leadership Team | <p>Senior leadership project the place/role of Music in school through supporting the subject lead, sharing assembly music, inviting visitors to enhance the curriculum and providing performance opportunities for children.</p> <p>Our curriculum leader Rebecca Enticknap oversees the coverage of all foundation subjects. Our assessment lead Claire Fawell has written a bespoke assessment framework for music focusing on the 4 key areas of listening/appraising, composing, improvising and performing.</p> | | |
| Subject leadership | <p>Laura Logan is the subject leader.</p> <p>The curriculum is set based on the national curriculum, model music curriculum and advice from Essex Music Service. This is communicated by subject leader liaising with year group leaders to ensure staff know what to teach and when. Curriculum coverage documents are available with a whole year topic map showing what unit should be taught in what half term. Planning is collated and saved for teachers to access easily when not following charanga units.</p> <p>Delivery is monitored through timetable checks, lesson observations, pupil voice discussions and class book-looks.</p> <p>Discussions with staff allow the subject lead to identify where CPD is needed and this is addressed in either staff meetings or 1:1 support with planning, team teaching or modelling lesson inputs. All staff have received charanga training and subject lead suggests relevant courses that are available to appropriate staff.</p> | | |

Budget

| area | what happens now | what we would like to see | link to actions |
|-------------------------|---|---------------------------|-----------------|
| Budget for Music | Our school has a curriculum budget which Music comes under. Orders can be made through this as necessary. | | |
| Music income | Our school does not use Music as a source of income. Any concert we provide is free of charge and seen as a celebration of the children's work. | | |

Partnerships

| area | what happens now | what we would like to see | link to actions |
|--|---|--|-----------------|
| Partnerships with schools | We take part in both the infant and junior Basildon Music Festivals with other schools from the local area. This allows the children to experience performing in front of a larger audience. Whilst the content is organised by the committee, Choir leaders at school teach all the songs to children during Choir sessions. | Share good practice with schools in our federation. | |
| Partnership or relationship with local music service or Music Education Hub | We work with Essex Music Hub to enhance Music in the school by using their tutors for whole class instrument teaching and attending their cpd sessions and curriculum conference. Previously, we have used the Hub to watch free live performances of orchestras. We have a good understanding of the Hub's offers thanks to their newsletters, email offers and annual conference and often communicate via email. | Use other tutors from EMH to provide ensembles in school. | 3 |
| Cultural partners for music | We have worked with parents who come from a range of different countries to create a list of songs from different cultures that children in the school may recognise from their home country. These are played as songs to listen to when children come into and out of assemblies. | Parents to visit school and speak to children about the music. | |

Accommodation and resources

| area | what happens now | what we would like to see | link to actions |
|--------------------------------------|--|--|-----------------|
| Spaces for Music | Music is taught in children's usual classrooms. Choirs take place in the teacher leading's classrooms. | A space for instrument tuition and practice to be available. | 2 |
| Resources available for Music | <p>Millhouse has a wide range of tuned and non-tuned instruments available. We currently own 90 recorders, 30 glockenspiels, 30 ukuleles, 30 African drums, 5 Xylophones, 6 whole scale sets of chime bars, 2 keyboards an electric drum kit and 30 ocarinas. We have 9 boxes (1 per class in EYFS and KS1) with a mix of tambourines, drums, shakers, scrapers, bells, triangles, castanets and other untuned instruments.</p> <p>The school does not hire, lease or borrows (at no cost) any instruments.</p> <p>Teachers who use the instruments are responsible for cleaning/sterilising, repairing or disposing of instruments. The subject leader will renew instruments when necessary.</p> <p>We have a large collection and music books, printed music, CD's and a subscription to Charanga (which is subsidised by Essex Music Hub).</p> <p>Orders can be made through the curriculum budget as necessary.</p> | African drums to be utilised. | 3 |

Inclusion

| area | what happens now | what we would like to see | link to actions |
|---|--|--|-----------------|
| Overview | <p>By following charanga, we are confident our curriculum is made accessible for all learners, including those with SEND through differentiation of lessons varying amount of notes used, the type of instruments provided, the outcome and the variation from model given.</p> <p>Our assembly music exposes the children to music from cultures other than their own and allows songs to be sung in languages spoken by families in the school community.</p> <p>Interventions for other subjects are rotated so they do not always take place during Music lessons.</p> | <p>Tuition available in non-Western instruments which reflect the heritage and traditions of pupils at the school.</p> | |
| Special Educational Needs and Disabilities | <p>Our SEND department assess children with severe needs to ensure they are able to participate in music-making. These children access the special provision of Musical Communication.</p> <p>Depending on the needs of each child, adjustments such as ear defenders, 1:1 support or signing instead of singing are made.</p> | <p>Incorporate Charanga SEND scheme into the windmill provisions.</p> | |
| Religion | <p>We provide celebration assemblies for key religious events across the religions in our school. Here we share music from those religions. This may also be relevant in specific RE lessons.</p> <p>At Christmas we share traditional Christian carols in a singing session with parents.</p> | | |
| Financial hardship | <p>Our school cover the cost of events such as young voices and often ask parents to drop and collect at venues to keep cost of events down.</p> <p>Individual provision made for children who enjoy music.</p> | | |

Progression

| area | what happens now | what we would like to see | link to actions |
|----------------------------------|--|---------------------------|-----------------|
| Overview | <p>The Charanga Scheme follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing musical confidence and enabling them to go further. Teachers can adapt their teaching to respond to the strengths and needs of the children they teach. From Year 1 to Year 6, the spiral approach allows the units Social Questions to be progressively revisited. While lessons build upon the interlinking elements of music that are introduced in the first year, children simultaneously explore music's broader role in society in an age-appropriate manner. The questions are rhetorical, and intended to stimulate and focus class discussion.</p> <p>All children are eligible to further their musical learning in choir or instrument lessons.</p> <p>The subject lead works with staff to identify gaps knowledge.</p> | | |
| Progression opportunities | <p>Aside from our school instrument tuition, Essex Music Hub also provide a large range of opportunities to enhance musical learning. If requested, we can provide bespoke reports to schools of children's musical experiences at Millhouse to support their transition to KS3.</p> | | |
| Pupil tracking | <p>Our Music assessment follows the same tracking as all other foundation subjects where teachers assess 4 key areas (compose, perform, appraise, improvise) every term.</p> | | |
| Strategy development | <p>This is monitored by the subject lead termly and also by senior leaders during the subject lead's performance management review.</p> | | |

Objectives

1. Increase the use of instruments in school.
2. Introduce music technology into the music curriculum.
3. Provide more opportunities for children to perform in school.

Action Plan

| action | link to objective | who | resources or cost | source | music hub support sought | complete by | |
|--------|--|-----|-----------------------------|--|--------------------------|--|----------------|
| 1 | Instruct teachers to use instruments taught in whole class ensemble lessons in subsequent Music lessons so the skill is not forgotten. | 1 | Music Lead, Class teachers | Year 3 - recorders, Year 4 – glockenspiels Year 5/6 - Ukuleles | N/A | N/A | October 2024 |
| 2 | Designate a suitable space in school for instrument tuition and practice. | 1 | Music Lead, Heads of School | N/A | N/A | N/A | December 2024 |
| 3 | Contact Essex Music Hub to gather information about tutor leading African drum ensembles in school. Establish an African drum ensemble (if financially able). | 1 | Music Lead | African Drums Cost TBC | N/A | [Music Service] percussion tutor to lead | December 2024 |
| 4 | Plan and teach a pilot scheme of music tech using charanga's studio. | 2 | Music Lead | Charanga | N/A | N/A | September 2025 |
| 5 | Host class concerts/assemblies where children can sing and play instruments. Invite children to perform in other assemblies. | 3 | Music Lead, Class Teachers | N/A | N/A | N/A | Ongoing |

CPD Plan

See questions and prompts on page 2 of the instructions to help you think about these. Again, the first item, shaded grey, is an example.

| requirement | who | link to objective or action plan | how provided | Provider (if relevant) | cost | when |
|----------------------------------|--------------------|----------------------------------|---|------------------------|------|------------------|
| Leading singing in the classroom | Music Co-ordinator | Objective 2 | After-school online training and two in-school mentoring sessions | Voices Foundation | £350 | Spring term 2024 |
| | Music Lead | | | | | |
| | SLT | | | | | |
| | Governors | | | | | |
| | Teachers | | | | | |
| | HLTAs/LSAs | | | | | |
| | Volunteers | | | | | |

Evaluation and progress tracking

We will know that this plan is working if _____.

Progress updates

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|----------|----------|----------|----------|----------|----------|
| Action 1 | | | | | | |
| Action 2 | | | | | | |
| ... | | | | | | |
| | | | | | | |
| | | | | | | |

Year-end report to Governors

Capture any unanticipated outcomes here and celebrate your pupils' and colleagues' musical achievements, particularly anything that is not reflected in the regular updates above. If there are objectives that have not been fully achieved, note the reasons and whether they will be pulled forward into next year's plan.