

Music development Plan 2023-2026

Context

Music is a significant part of our school life at Rudgwick Primary School.

With regards to the delivery of music; In Early Years our children enjoy listening and moving to music as well as joining with rhymes and songs. They explore musical instruments and creating sounds with objects. In Years 1-3 the children are delivered their music curriculum by West Sussex Music. The children have the opportunity to learn three different instruments over the course of the academic year: Djembe drums, Ukeleles and Recorders.

In Years 4-6 the children are delivered two terms of their music curriculum by their class teachers, using the online resources on Charanga.

By the end of their time at Rudgwick Primary School, children will have had the opportunity to learn how to play 3 different musical instruments and work towards performing to an audience of their parents with each one.

As well as their curriculum music, children are encouraged to sing as part of our assemblies.

The school also works towards several large musical performances:

Autumn: Harvest Festival at the church, KS1 Nativity and KS2 Carol Concert at the village church

Spring: Performing Arts Showcase

Summer: KS2 End of year show and Year 6 leavers assembly

Peripatetic music lessons currently on offer:

Guitar

Piano

Woodwind (Clarinet, Flute, Saxophone, Recorders)

Music clubs currently on offer:

Singing For Fun

Long term plan (2/3 year timescale)

- Increase number of musical 'experiences' children have during their time at Rudgwick
- Increase uptake to musical clubs and lessons
- Create a school 'band' / orchestra

Priorities (1 year timescale)

- Monitor teaching and learning in music, including the assessment of music.
- Continue to raise the profile of music within the school
- Support class teachers in delivering music consistently in KS2 (years 4-6)

To deliver an engaging curriculum that enables all children to be successful learners who have the essential knowledge and skills to be able to apply in a range of experiences and contexts.

Priority 1: Monitor teaching and learning and music, including the assessment of music.

Actions / Tasks	Success Criteria	Monitoring By who	Monitoring Milestones	Evaluation
Create folders on the server to save video evidence of end of unit performances.	<ul style="list-style-type: none"> Videos demonstrate progression of skills. Children can watch performances back and evaluate and measure their own progress. Explore the potential of using QR codes to make these videos accessible from the Learning Journey books. 	HE	Spring 2024 onwards (updated half-termly)	
Monitor the use of Assessment folders	<ul style="list-style-type: none"> Assessment folders are being used consistently across the school and teachers understand the value of these. Music lead is aware of how each class is attaining in music. Music lead has a knowledge of individuals working below expectations and those who have the potential to achieve at a higher standard, tracking them over time and checking for any children that unexpectedly fall behind. Music lead has a knowledge of how PP / SEND children are performing in music, tracking them over time. Music lead is aware of the progression in the subject through the school and know where there are any gaps in skills to follow up. 	HE	Spring 2024 and termly thereafter	
Monitor the use of Learning Journeys through book looks and Pupil Voice interviews	<ul style="list-style-type: none"> Learning Journeys are being used consistently for music across the school. Learning Journeys show examples of the key knowledge and skills that have been learnt in music. Children can articulate what they have learnt so far this year in music, using the Learning Journey as a prompt. Children can make connections between their current and prior learning and can articulate how their learning has progressed, using the Learning Journey as a prompt. 		Spring 2024 and termly thereafter	

Observations of learning in music / work scrutiny	<ul style="list-style-type: none"> • Music lead is aware of what music looks like for individuals who are working below / above the expected standard. • Music lead is aware of what music looks like for PP / SEND children including the adaptations that are being made for those individuals as needed. 	HE	Spring 2024 and termly thereafter	
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Priority 2: Continue to raise the profile of music within the school

Actions / Tasks	Success Criteria	Monitoring By who	Monitoring Milestones	Evaluation
Add some musical experiences to the list of 'Rudgwick experiences' displayed to share with the school community.	<ul style="list-style-type: none"> • All stakeholders are aware of what 'Experiences' the children have at Rudgwick Primary School and can talk about what makes our school special. 	TR/HE	Summer 2024	
Increase the number of musical opportunities for children in the school.	<ul style="list-style-type: none"> • Children have more opportunities to perform to others and celebrate their work. 	HE	Spring 2023 and ongoing	
Reintroduce singing in every assembly (Link assembly songs to school values).	<ul style="list-style-type: none"> • Children will become better singers and will have more opportunities to perform with others. • Children will enjoy learning new songs. • Children will be able to further develop their understanding of the school values through music. • Children given the opportunity to suggest songs that they feel link to the school values for us to learn. 	HE	Spring 2023 and ongoing	

<p>Performing Arts Showcase held in the Spring term to celebrate children's progress in music and dance in school.</p>	<ul style="list-style-type: none"> • Children will be able to celebrate each other's successes in music. • Children will have an extra opportunity to prepare a performance for an audience. • Parents will be aware of all of the performing arts opportunities the school currently offers. 	<p>HE</p>	<p>Spring term 2024</p>	
<p>Monitor number of children accessing peripatetic music lessons and music clubs.</p>	<ul style="list-style-type: none"> • Music lead will have a knowledge of the number of children accessing music in an extra-curricular a capacity. 	<p>HE</p>	<p>Spring 2024 and termly ongoing.</p>	

Priority 3: Support class teachers in delivering music consistently in KS2 (years 4-6)

<p>Actions / Tasks</p>	<p>Success Criteria</p>	<p>Monitoring By who</p>	<p>Monitoring Milestones</p>	<p>Evaluation</p>
<p>Provide 1Term2Learn in years 4, 5 and 6.</p>	<ul style="list-style-type: none"> • Children have the opportunity to learn a further three instruments during their time at the school. • Teachers are provided with further CPD to increase their subject knowledge and develop their music delivery. 	<p>HE</p>	<p>Summer term 2023 and ongoing.</p>	<p>Set up for Year 6 for Summer 23 (keyboards). Years 4 and 5 set up to begin</p>

	<ul style="list-style-type: none"> Teachers' workload is reduced as they have one term less to plan and deliver in music. 			next academic year.
Observations of teaching in music	<ul style="list-style-type: none"> Teachers are given feedback from observations to enable them to reflect upon and discuss their practice with subject leader. The correct objectives are being covered in all year groups and a progression of skills and knowledge is evident as children move up the school. Music is being taught consistently across the school. Teachers are accessing appropriate resources to deliver the music curriculum. Music lead is aware of what music looks like for individuals who are working below / above the expected standard. Music lead is aware of what music looks like for PP / SEND children including the adaptations that are being made for those individuals as needed. 	HE	Spring term 2023 and ongoing.	
<p>Consider if Charanga is fit for purpose in teaching music for Years 4, 5 and 6.</p> <ul style="list-style-type: none"> Observe Charanga being used in class. Pupil voice interviews Explore option of using Sing-up to support classroom teaching of music as an alternative 	<ul style="list-style-type: none"> Music is being taught consistently across the school. Teachers are accessing appropriate resources to deliver the music curriculum. Teachers feel that the resources provided are effective in supporting their teaching. 			