

Music development plan summary: Milefield Primary School

Overview

Detail	Information
Academic year that this summary covers	2024/2025
Date this summary was published	19 th July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Scott Trickett
Name of school leadership team member with responsibility for music (if different)	As above
Name of local music hub	Barnsley Music Education Hub
Name of other music education organisation(s) (if partnership in place)	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 Milefield Primary, we have meticulously reviewed the guidance from the Model Music Curriculum to refine and enhance our approach to music education. Our curriculum is designed with a strong emphasis on listening and appraising, and we have devised a bespoke playlist that our children will explore and be exposed to throughout their time at school. This approach ensures that our pupils develop a broad and deep understanding of music, fostering a lifelong appreciation and love for the subject.

Our approach to the Music curriculum ensures that it is taught discretely to ensure depth and rigour. Each year group throughout school has a minimum of 1 hour of music weekly, with a dedicated assembly for singing together split into key stages every week.

Our Music Curriculum is underpinned by the accelerated learning approach to teaching and learning. The progressive curriculum document supports the progression of substantive content and concepts, which have been carefully selected and well-sequenced, so a child should know more and revisit knowledge and concepts to ensure depth and rigour over time. The key concepts, principles and themes have been developed from the National Curriculum into a range of progressive knowledge and skills through which the children are helped to grow and develop to succeed in 21st century Britain. This progressive curriculum allows a purposeful way of teaching and learning, enabling us to provide a more meaningful and sequential approach to the scheme for Music.

Our music curriculum sets out pathways for progression that enables pupils to develop their musical knowledge. As a result, the progress of children in music requires them to develop musically across 3 pillars that interrelate in musicianship: 'Technical' development for pupils to translate their intentions successfully into sound. 'Constructive' development for pupils to understand how musical components come together both analytically and in the creative process. 'Expressive' development to allow children to focus on the more indefinable aspects of music: quality, meaning and creativity.

At Milefield, we have segmented these pillars further to scaffold and support pupils development in music into 6 key areas:

- Singing
- Listening
- Composing
- Musicianship
- Performing
- Musical History

Our musical curriculum content supports pupils in developing these 3 essential pillars, which in turn support the activities of performing, composing and listening. As a result, the Music curriculum we offer is designed to meet the needs of all our pupils. It is rich, varied, imaginative and ambitious and meets the needs of individual learners but can easily be adapted for pupils with additional needs.

Our curriculum is ambitious for all pupils, including those children with SEND. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupils' individual needs are considered and adaptations are planned to ensure the success of pupils in all subjects.

The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge. Where pupils are identified with having complex needs, it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil.

Adaptations may include supporting pupils to pay attention to key aspects as well as reducing excessive or unhelpful demands on working memory. Time is also planned to ensure pupils with SEND are pre taught instructions and vocabulary to support their understanding.

In terms of qualifications and awards, our pupils have the opportunity to achieve various music qualifications and participate in music-related awards. These opportunities not only recognise their achievements but also motivate them to strive for excellence in their musical endeavours.

In summary, our Music Curriculum is designed to provide a robust and comprehensive music education that nurtures the musical talents and interests of all our pupils. By focusing on listening and appraising, and ensuring a structured and progressive approach to teaching music, we aim to develop well-rounded musicians who appreciate and engage with music on a deep and meaningful level.

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 Milefield Primary, we are committed to providing a rich and diverse musical education that extends beyond the core curriculum. Our co-curricular music programme is designed to offer pupils numerous opportunities to sing and play music, fostering a lifelong love for the subject and enabling them to make significant progress in their musical journey.

Whole School Singing Assemblies

One of the cornerstones of our music provision is the whole school singing assemblies. These assemblies are not just a time for collective singing but also an educational experience where children learn about pitch and notation. The collective experience of singing together also builds a sense of community and shared joy in music-making.

After School Choir Club

Our after school choir club, open to Key Stage 2 pupils, has been a vibrant part of our music programme throughout the academic year. The choir provides an opportunity for children to develop their vocal skills, learn to sing in harmony, and perform in front of live audiences. Notably, our choir has participated in prestigious events such as Young Voices and Barnsley Sing!, giving pupils the chance to experience the thrill of performing in large venues and being part of a larger musical community. These performances not only enhance their musical skills but also build confidence and teamwork.

Instrumental Learning Opportunities

We believe in the importance of instrumental learning as part of a well-rounded music education. At Milefield Primary, we provide whole-class ensemble teaching and small-group lessons to ensure that all pupils have the chance to learn an instrument.

Rocksteady Music Sessions

Our partnership with Rocksteady Music brings an exciting dimension to our music provision. Rocksteady delivers sessions where children can learn to sing and play contemporary instruments such as drums, keyboards, and electric guitars. These sessions are highly engaging and allow pupils to explore different genres of music, fostering creativity and enthusiasm. The hands-on experience with modern instruments also helps to keep pupils motivated and interested in their musical development.

Individual and Small Group Tuition

To cater to pupils who wish to pursue music more intensively, we offer individual and small group tuition for a variety of instruments. These sessions are tailored to the needs of each pupil, allowing for focused and personalised instruction. Pupils can choose from a range of instruments including guitar, woodwind, and brass instruments. This one-to-one or small group setting ensures that pupils receive the attention and guidance they need to progress at their own pace and achieve their musical goals.

Our co-curricular music activities are designed to complement and enhance the core curriculum, providing pupils with a comprehensive musical education. Through regular practice, performance opportunities, and exposure to a variety of musical styles and instruments, pupils can develop their skills and deepen their understanding of music. The structured progression from whole school singing assemblies to instrumental learning and performance opportunities ensures that pupils build a solid foundation in music and are well-prepared for further musical study.

In conclusion, Milefield Primary's co-curricular music programme offers a wealth of opportunities for pupils to engage with music in meaningful and enjoyable ways. By providing a variety of singing and instrumental activities, we aim to nurture each child's musical potential and instil a lifelong appreciation for the art of music.

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.

At Milefield Primary School, we are committed to nurturing confident, lifelong learners who are proud of their heritage and ready to make a positive contribution to society. As part of our holistic approach to education, we provide a rich diet of experiences that nurture the whole child and offer 'Pupil Pledge' on their journey to adulthood. A crucial component of this is our comprehensive music programme, which includes a variety of musical events and opportunities designed to expose students to the joys of performance and foster a deep appreciation for music.

Attending live performances is an integral part of our music curriculum. It exposes children to new crowds and environments, helping them develop a sense of belonging and build emotional intelligence. These experiences are well-planned, coherent, and progressive, ensuring that all students benefit from them. For instance, we have held whole school concert performances in our hall, providing students with the opportunity to experience live music in a familiar setting. Additionally, the entire school has attended a pantomime performance, which not only entertains but also educates students about different forms of theatrical expression.

Our commitment to exposing students to high-quality performances extends beyond the school premises. Varied year group students have visited the Lyceum Theatre to observe a professional theatre production, broadening their horizons and deepening their understanding of the performing arts. Furthermore, Year 5/6 students have the unique opportunity to visit the West End during their London residential trip, where they watch a theatrical performance. These experiences are invaluable in developing students' appreciation for the arts and enhancing their cultural literacy.

A key feature of our music programme is the structured weekly singing assembly, which involves all classes from Reception to Year 6. During these assemblies, children are taught essential vocal techniques, including warm-ups, correct posture and breathing exercises to improve vocal quality. This consistent practice not only enhances their singing abilities but also instils discipline and confidence.

We also offer numerous performance opportunities for our students. Our choir participates in events such as Young Voices, where they perform alongside thousands of other children, creating a memorable and inspiring experience. Additionally, we host performances by our brass and recorder ensembles, as well as termly concerts by our Rocksteady Bands, where students showcase their talents to the whole school and parents. These performances provide students with a platform to express themselves and gain confidence in their abilities.

Seasonal performances are another highlight of our music programme. In the autumn term, we have an EYFS and KS1 nativity performance, which brings the school community together to celebrate the festive season. Similarly, our KS2 students participate in their own concerts, where they perform for the whole school and the wider community. These events not only celebrate students' musical achievements but also strengthen community bonds.

Our Year 6 students have the opportunity to participate in an end-of-year production, performing on stage with musical accompaniment and vocals.

To ensure that music education is accessible to all, we subsidise the majority of our events and live performance visits. Additionally, through our partnership with the Rocksteady Organisation, we offer bursary places to disadvantaged pupils who might otherwise face barriers to accessing music tuition. This commitment to inclusivity ensures that every child at Milefield Primary School has the opportunity to experience the transformative power of music.

In conclusion, our comprehensive music programme at Milefield Primary School is designed to provide students with a wide range of musical experiences. From attending live performances to participating in structured singing assemblies and seasonal concerts, our students are immersed in a vibrant musical culture that nurtures their talents and fosters a lifelong love of music.

In the future

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

At Milefield Primary School, we are dedicated to continuously enhancing our music education provision to ensure that it meets the highest standards and provides enriching experiences for all our students. In the coming years, we plan to implement several key improvements in curriculum music, co-curricular music, and musical experiences to further develop our students' musical abilities and appreciation.

Embed Implementation of Half-Termly Front Covers:

Each year group now features tailored front covers that outline the key learning objectives and substantive and disciplinary knowledge for each half-term. This will ensure that music is taught regularly and systematically across all classes. This initiative will provide a clear structure for teachers and help students understand the progression of their learning. It will also facilitate better tracking of student progress and identification of areas needing improvement.

Professional Development for Teachers:

We will continue to conduct regular CPD sessions starting from the next term, focusing on identified needs through learning walks and staff feedback. These sessions will cover various aspects of music education, including new teaching strategies, assessment techniques, and use of technology in music. Enhancing teachers' skills and confidence in delivering music education will lead to more effective teaching and better student outcomes. CPD that focuses on developing teachers as musicians will be particularly beneficial, as highlighted by OFSTED's research review.

Utilising Assessments for Gap Analysis:

The music subject leader will regularly review assessment data to pinpoint areas where students potential gaps in students' learning needs to be addressed. This process will begin immediately and continue throughout the year. By identifying and addressing gaps in learning, we can tailor our teaching to meet the needs of all students, ensuring that no child is left behind.

Continue to introduce a wide range of new instruments:

Starting from the next academic year, we will gradually introduce new instruments from a wider range of instrument families. This will be accompanied by appropriate training for teachers. Learning new instruments will broaden students' musical experiences and skills, fostering a greater appreciation for music.

Further information:

To supplement our offer at school, the Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.