

Music Development Plan Summary: MEADOWFIELD PRIMARY SCHOOL – 24/25

Overview

Detail	Information
Academic year that this summary covers	2024/2025
Date this summary was published	July 18 th 2024
Date this summary will be reviewed	Feb and June 2025
Name of the school music lead	Beth Breckon (supported by Pip Sinclair)
Name of local music hub	ArtForms
Name of other music education organisation(s) (if partnership in place)	previously LMEP now overseen by ArtForms

This is a summary of how our school delivers music education to all our pupils across 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 (what we teach in lesson time)

Our curriculum for music at Meadowfield has been designed with connection and progression from Nursery to Year 6 at its heart. We plan around the key statements: *I am a listener; I am a singer; I am performer; I am a composer; I am a reviewer*. In EYFS, we focus on the themes of *Music Makers, Music Explorers and Music Performers*. We regularly review learning and provision with support from our musical partners and experts, always taking into account best practice, supporting SEND and advice from guidance such as *The Model Music Curriculum* (MMC) document.

Music is taught through sessions delivered by specialists (via ArtForms) and our teachers. This includes but is not limited to: weekly whole class instrumental lessons (recorders and ukuleles) in Y2 and Y3; National Curriculum (NC) teaching for N, R, Y1, Y4, Y5 and Y6; weekly team singing assemblies for KS1 and KS2 using Sparkyard resources; continuous provision in EY setting with singing and rhymes threaded throughout children’s learning.

Children focus on learning the vocabulary of the inter-related dimensions of music and applying this in context in music lessons and beyond. They explore a wide range of musical genres, learn to develop a critical and analytical ear and make historical & cultural links in their learning. We take guidance from the MMC and also make use of the BBC *Ten Pieces* project. Pupils experience many performance opportunities using the voice and a range of instruments (this ranges from small scale inter-class/team sharing to full whole-school performances with audiences of parents/carers/partners). We strive to give all the children the opportunity to live out our school values of ambition and self-worth: we encourage them to take risks and take on roles in a supportive atmosphere, no matter what their musical confidence. Through NC

teaching, children compose, record and review music – always focusing on what is needed for the next phase of their learning journey.

Part B&C: Co-curricular Music and Musical Experiences

(opportunities beyond lessons)

Historically, we have made the most of opportunities offered to us by the LMEP. For example, visit from the entrants to the Leeds International Piano Competition, SEND workshops, interactive performances from ensembles and bands. We have also enjoyed a whole host of online lessons and mini-concerts from a wide range of experts and musicians. A twice yearly theatrical musical performance is given to all pupils.

We have been able to access funding to relaunch our after school singing club/choir for KS2 with great success. The children have taken part in Christmas and Spring concerts with a wide range of other schools, and we plan to build on this further in the coming academic years (see below). Singing, playing and sharing in weekly assemblies is also a big part of our musical experience. We enjoy preparing songs for key times of the year such as Harvest, Christmas, Easter, Spring and Leavers/ transition.

Beyond music lessons, we put great emphasis on performances for parents and carers. Some of this is linked to whole class instrumental teaching with Jenny Lee and Graham Rickson. However, we also love putting on a show! Over the past few years, we have shared multiple nativities and carol concerts and put on one or two pantomimes – most recently *The Wizard of Oz* and *Peter Pan*.

In the Future (our plan for subsequent years)

Our next steps are based around ensuring clear progression in key skills and use of vocabulary from N to Y6, alongside increasing children's opportunities both to experience live music and be involved in performances themselves. We plan to:

- regularly review 'sticky' learning in relation to vocabulary use through pupil interviews and lesson visits (leading to sharing of best practice for CDP and reflection about SEND provision);
- review LTP for performance skills progression (i.e. asking questions about depth rather than breadth when exploring key musical styles);
- increase lesson length/time for NC sessions (beginning in Rec and Y6, then rolling out to Y1, 4 and 5);
- continue partnership with Claire Rivers with hope of accessing choir funding for next 2 years;
- apply for innovative activity grants to build on Y2/3 instrumental learning – after-school clubs provision;
- meet half-termly (music lead/previous lead) to review trust and city wide opportunities to be an audience (explore link to Leeds University) as well as bursaries offered by organisations such as Young Voices and Decca .