

# The Arches: Music development plan summary

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Ged Barry
Name of school leadership team member with responsibility for music (if different)	Michelle Ashfield
Name of local music hub	Cheshire West and Chester
Name of other music education organisation(s) (if partnership in place)	N/A

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 The Arches Community Primary School, we follow a bespoke scheme that is delivered and taught by our specialist music teacher, Mr Barry, in unison with class teachers and teaching assistants.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At The Arches, we want our music provision to inspire a lifelong love and understanding of Western music, Classical, popular, and folk as well as music from around the world.

We provide opportunities for all our children gain musical knowledge and develop skills, whilst inspiring creativity and self-expression. We want our pupils to discover their inherent musicality, find their voices, learn tuned and non-tuned instruments whilst exploring improvisation and composition, whilst playing in ensembles, solo, and regular performances. They will learn the basics of music notation and common music vocabulary that will lay the foundations for furthering their music interest in the future. Through our music lessons we believe our children will have access to fundamental abilities such as achievement, self-confidence, interaction, and self-awareness of others. We will expose our children to a diverse set of musical experiences that we hope will inspire and foster a passion for music through childhood and adulthood.

Our curriculum is devised using the model Music Curriculum and The National Plan for Music. Our progression document shows the knowledge and skills that are built on each year to deepen their musical understanding and to challenge learners. The deep curriculum planning outlines progression class lessons and performances, to support their developing skills in singing, guitar, ukulele, recorders, brass, woodwind and African drums. As well as incorporating, improvising, composition and music reading and listening. We have two specialist music teachers delivering all of our music scheme each week.

We take a holistic approach to music, allowing children a breadth of experience throughout their time in the school, evident in substantial investment towards each child renting their own musical instrument which can be taken home for further development.

**Music in EYFS** - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative and expressive, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of people, culture and communities.

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

**Model music curriculum** - The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.' This is the case at our thriving school with Year 3 being given the opportunity to play African drumming for a term which builds towards a final performance. Following this, Year 4 will begin their whole class instrumental programme using ukuleles and in summer term, Year 5 are given the opportunity to build towards a final performance using recorders. In all year groups, children are encouraged to use subject specific vocabulary such as tone, tempo, rhythm and volume which is then extended further in Year 6, when they begin to experiment and develop their understanding of brass (trumpet and trombone) and woodwind (saxophone and clarinet) instruments.

Throughout the entire year, Year 6 will partake in termly musical showcases and develop their knowledge of notation, note reading and performance as part of an orchestra. Our 'end points' document further details the expectations for children by the time they leave each year group.

**Planning** - Our long-term plan details the content of each year group at any given time of the year. Our music progression and knowledge document can be referred to for information regarding how the curriculum develops between year groups and the individual strands that are taught during these sessions.

**Adaptation** - We recognise that as there are in all subjects, there is a variety of different abilities in music, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty;
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child (this may include opportunities to work on solo performances at home);
- Using classroom assistants to support the work of individuals or groups of children

**SEND** - We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons.

**Assessment** - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to success criteria and self and peer assessments of understanding, outcomes and progress. Gifted and talented children are also allocated an individual slot at the end of Friday afternoon music sessions to further stretch and challenge their ability. Assessments are used diagnostically by teachers to evaluate learning and inform future teaching. Music is assessed termly using our assessment tracking tool, *Insight*, which maps individual children's attainment. At the end of the year, teachers make a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report.

**Resources** - We have a range of resources available to the children and we have a dedicated arts pavilion: a standalone space away from the main school building in which the children can immerse themselves into the music curriculum.

- A class set of ukuleles
- selections of instruments from other cultures (class set of Djembe drums)
- xylophones & glockenspiels
- Two pianos
- music stands
- A class set of recorders
- Guitars
- 2 saxophones
- 8 trombones

- 14 trumpets
- 14 clarinets
- A class set of string instruments made up of Violins, violas, cellos and 2 double bases.
- A variety of untuned percussion instruments.

## 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 The Arches, we offer a plethora of musical enrichment activities and seek to involve the local community as often as possible. Throughout their time at the school, our children will have opportunity to:

- Partake in lunchtime choir club weekly, building towards a final performance;
- Partake in termly musical showcases in which parents and the local community are invited;
- Partake in lunchtime guitar club – a bespoke, small group of children who are provided with the opportunity to extend their musical understanding.
- Sing at local care homes such as Florence Grogan;
- Sing Christmas Carols in the community;
- Loan and use musical instruments at no charge to children or families.
- Become part of the local REWIND musical theatre group.
- Play as part of a larger orchestra with The Queen's School 'Big Play Day' experience.
- Gifted and talented sessions
- Private lessons outside school available on request (lessons outside school would be chargeable at the music specialists usual rate)

## 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.

The Arches strive to provide the children with a wealth of frequent opportunities and experiences for them to draw upon in their own musical practice:

- Sing in weekly class assemblies and weekly singing practice;
- Perform the Christingle service at our church in the evening (KS2 only. Y6 have multiple opportunities for solo performances);
- 'Big Play Day' at The Queen's School (All Y6 children have opportunity to attend and play alongside GCSE students. On the day, the children work alongside specialist teachers and older students to create a final piece that is themed around current social trends such as the Dr Who theme tune).
- Listen to and partake in a musical performance by the group 'Key Strings' – an immersive experience that takes the children on a journey through time to consider how instruments and genre of music have changed over the last 1000 years.

- Year 6 children, as part of their residential, have opportunity to visit London and watch a musical which is then implemented into their music lessons in the final term.

## In the future

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

The future boasts excitement for all our children and staff. We endeavour to build upon the strong, existing foundations that have been laid by:

- Stock-checking current musical equipment across the school and sourcing funding to ensure that our equipment is up-to-date and of the highest quality;
- Delivering CPD sessions so that staff can support children across their class with subject specific knowledge;
- Broadening performance opportunities in the local community. This is something that has been positively received in the local community during recent times and is something we endeavour to do more frequently;
- Providing opportunities for our children to perform using instruments during key performances in the year such as The Christingle;
- Engage with more local high schools to aid transition and provide enrichment for our children.