

MUSIC DEVELOPMENT PLAN 2024-2025



Curriculum Music

| Area | What happens now | Areas identified for development |
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| Overview | <p>Music is embedded throughout the key stages at Loughton Manor First School (LMFS).</p> <p>In EYFS the children have weekly music lessons with particular learning outcomes; as well as the resources and opportunities to explore instruments and sound as part of their daily child-led learning. Curriculum lessons in EYFS broadly follow the Milton Keynes Music Service scheme of work, with activities reviewed and adapted according to the needs of the children. Music lessons are taught in Keyworker groups in FS1 and by the class teacher in FS2. Children are involved in music lessons or music-based activities (e.g. singing games) for a minimum of 1 hour per week.</p> <p>In KS1, curriculum lessons are adapted and personalised from the Active Music Scheme of work for units on Rhythm and Pulse, Pitch, Instruments & Singing Games. These build on progress throughout the year and allow children to revisit familiar chants and rhymes throughout the year in order to deepen their musicianship and ability to apply more complex musical skills. Additional lessons, in order to include fully each element of the National Curriculum and embrace the scope of the Model Music Curriculum have been individually planned by the specialist Music Subject Lead and are integrated throughout each half term.</p> <p>In Year 1, music lessons are taught by a highly skilled and musically trained class teacher and/or the Music Subject Lead directly.</p> <p>In Year 2, music lessons are taught by either the Music Subject Lead or peripatetic specialist instrument teachers from the Bedford, Luton & Milton Keynes (BLMK) Music Hub.</p> | <p>Review & update physical resources</p> <p>Review & update performance resources</p> |

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| | <p>Children are involved in music lessons or music-based activities for a minimum of 1 hour per week. Music lessons take place in either the main school hall, Leopards Room or, on occasion, classrooms.</p> <p>Details of teaching coverage across the school, and the Curriculum Map can be found here on our website. Our Music Curriculum Intent and Policy can be found here.</p> <p>In KS1, indoor music lessons generally take place in a classroom - equipped with sufficient space to accommodate large ensembles and flexible group working. A range of tuned and untuned percussion instrument are also available for use during lessons, including chime bars, claves and shakers. The school also has fixed outdoor tuned and untuned percussion instruments in the rear play area for children to explore and use freely during their playtimes.</p> <p>Children’s progress in music is assessed informally throughout each lesson. Teachers teach adaptively and dynamically to ensure that activities are skill-based and that children have plenty of opportunity to practice and improve their core musicianship skills. Great emphasis is placed upon feedback within the specific context of the element of the lesson.</p> <p>Over the course of each half term, music teachers take notes to identify children who may not be on track with their musical development, or those who show particular musical ability. In order to be ‘on track’ at the end of the year, all children will need to have shown understanding, application and progress in each of the interrelated dimension of music (pitch, duration, tempo, timbre, structure, texture & dynamics).</p> <p>In order to share the children’s own progress with them, and to encourage them to take pride and pleasure in their own musical development, videos are taken at the beginning and end of each half term in order for the children to view and reflect on their musical accomplishments.</p> | |

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| | <p>The Music Curriculum Intent makes clear reference to the spiral curriculum of music in both Key Stages, and also the expectations in skills and knowledge at the end of each year group.</p> <p>The impact of high- quality musical experiences and tuition at LMFS ensures that children, when they go to KS2, have a solid grounding in all aspects of music; including an appreciation of music in its many global forms, genres and its ability to inspire creativity and emotion.</p> <p>Whilst we firmly believe that music should be taught, experienced and enjoyed purely for its own sake as part of a life-long love of the creative arts; we embrace the wider impact across academic subjects and children’s emotional well-being.</p> | |
| <p>Whole Class Ensemble Tuition</p> | <p>All children in Year 2 take instrument lessons from specialist teachers. BLMK Music Hub provides teaching in Violin, Cello and Trumpet. Children access their instruments on a hire basis directly from the Music Service. Children and their parents are also encouraged to consider joining a number of Saturday morning music ensembles run by the Music Hub. Payment for these lessons is made directly by parents and the cost is shared equally between children, exempting those who are Pupil Premium.</p> <p>Recorder tuition is given by the Music Subject Lead. LMFS has a large number of descant recorders for use in lessons. There is no charge for these lessons, ensuring that every child receives high-quality instrument tuition whilst at LMFS.</p> | <p>Increase the opportunities for composition in instrumental lessons</p> |
| <p>Singing</p> | <p>Singing is part of every music lesson, and weekly music assemblies incorporate learning songs, particularly in preparation for concerts and performances.</p> <p>Teachers take opportunity for singing throughout the day, for example when lining up and during the register.</p> | <p>Music Subject Lead to lead staff meeting to share strategies to further integrate singing during the school day</p> |

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| Technology | <p>Children are aware of the technology used around school to make music for listening, moving and dancing.</p> <p>The use of IT to enable the children to interact with and make their own music is a key area for development.</p> | <p>Review & improve digital resources to enable children to interact with and make their own digital music</p> |
| Opportunities to experience live music performance | <p>Children hear music in different contexts consistently and throughout the school year. They hear their music teachers play and sing in all music lessons and in music assemblies.</p> <p>As part of composition activities embedded into many curriculum music lessons, children are encouraged to perform to their peers; enhancing both skills as a performer and as an audience member.</p> <p>The school enjoys a long term relationship with MK Brass (a nationally ranked brass band) who play at regular events during the year on a voluntary basis.</p> | <p>Samba workshop to be booked for the spring term</p> |

Extra-curricular and Co-curricular Music

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| Overview | <p>We believe that Music, as well as being a National Curriculum foundation subject in its own right and an important aspect of the Expressive Arts and Design area of learning in FS, is a valuable force for the enrichment of pupils' work and attitudes. Thus it offers benefits across the whole curriculum.</p> <p>The Music Subject Lead is responsible for ensuring that teaching and learning opportunities through music are understood and capitalised upon by staff across the school.</p> <p>Through our strong relationship with BLMK Music Hub, the children are made aware of extra-curricular ensembles and tuition available direct through BLMK Music Hub.</p> | <p>Development of the staff skills audit (2023) to identify and develop staff needs/training/confidence and make the most of the existing skills among the staff body</p> |
| Singing | <p>A weekly music assembly is taken by the Music Subject Lead in the main school hall, during which songs are taught throughout the year. These are planned to incorporate seasonal festivals and special occasions and the children's own progress through the school year. Some of these songs will be used as the basis for forthcoming performances.</p> <p>Singing is evident throughout the school in co-curricular contexts; Children regularly sing their morning register. Songs and rhymes feature in maths lessons, phonics lessons, transitions and class routines in all year groups.</p> <p>20 children at a time from Year 2 volunteer and take turns throughout the year to act as Play Leaders. This is coordinated by the PE Subject Lead to encourage peer to peer play, activity, songs and games. The Play Leaders are also taught specific songs, chants and rhymes by the Music Subject Lead to add to their repertoire of active play.</p> | <p>Year 2 Playleaders to be trained by the Music Subject Lead to incorporate singing games in the playground</p> <p>Increase the opportunities for the staff choir to meet and perform</p> |

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| | <p>Children either sing a capella, use instrumental backing tracks to support their singing, and often provide their own percussive accompaniment to singing.</p> <p>A staff choir convenes each year to rehearse and perform in the school's annual Christmas concert which takes place at Christ the Cornerstone church in central MK. Children also sing at this public concert and showcase songs they have learned in both key stages, as well as participating in the audience carols.</p> | |
| Tuition | <p>The following instrumental tuition is offered during school hours to all Year 2 children:</p> <p>Violin & Cello – taught by specialist string teachers from BLMK Music Hub Trumpet – taught by a specialist brass teacher from BLMK Music Hub Recorder – taught by the Music Subject Lead</p> <p>The National Curriculum for Music is embedded within instrumental lessons to ensure full coverage throughout the school year.</p> <p>Progress is assessed throughout the year and reports are written and shared with parents at the end of each academic year.</p> | <p>Review and increase the opportunities for performances from all instrumental groups</p> |

Leadership

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| Governing body | Dinuka de Silva is the current School Governor with particular responsibility for Music. Termly meetings to discuss and monitor whole school music provision. Learning walks are undertaken to observe music being taught across both key stages. | To be agreed following the next learning walk scheduled for January 2025 |
| Senior Leadership Team | <p>The school has a long standing reputation for excellence in music and the creative arts as a whole. This cannot be achieved and maintained without the embedding of these priorities within the school's ethos and, as such, without key support and prioritisation from the Senior Leadership Team (SLT) – affording music equal importance alongside all foundation subjects.</p> <p>This is evidenced by the generous timetabling of music lessons and other activities throughout the school year; including participation in external performances. SLT liaise and arrange the use of the purpose-built theatre at Denbigh School for the annual Year 2 performance.</p> <p>Members of the SLT support and attend performances across the whole school including enrichment events; they also contribute their time and voices to the staff choir.</p> <p>Some members of SLT have musical training themselves, and support CPD and liaison opportunities for the Music Subject Lead and other staff who regularly teach music.</p> <p>Staff meeting time is freely allocated to the Music Subject Lead on request.</p> | There are no specified target areas for 2024/25 |
| Subject leadership | <p>The current Music Subject Lead is Rachel Davidge, an experienced and trained musician and teacher.</p> <p>Curriculum</p> | Short and medium term goals are prepared by the Music Subject Lead, discussed as part of the Expressive Arts Curriculum group |

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| | <p>The curriculum has been set by using different resources to ensure the four main areas of the National Curriculum are covered in depth; This includes sequences of lessons on Rhythm and Pulse, Instruments (tuned and untuned), and Singing Games. These are developed from core resources included on the Active Music Digital website which is recognised within the BLMK as providing high quality resources. Full liaison and curriculum analysis has also been shared by the Music Subject Lead and key staff of the BLMK to ensure that there is consistency of skills and coverage for those children who undertake instrumental lessons from peripatetic music teachers.</p> <p>Listening In addition, music assemblies introduce listening skills using the suggested listings for Year 1 and Year 2 in the Model Music Curriculum. Additionally, specific Music Appreciation lessons are delivered regularly in order for Year 1 and Year 2 children to become more familiar with significant pieces of music from different eras and genres. Again, these pieces are chosen carefully from those suggested in the Model Music</p> <p>Resources All lesson plans and listening playlists are available to all staff on the school's GDrive. Logon details for Active Music Digital are also stored on the GDrive.</p> <p>Assessment: Assessment grids are prepared by the Music Subject Lead at the beginning of each half term. These are annotated throughout the course of the half term to keep a record of individual progress and attainment in the interwoven dimensions of music</p> <p>Monitoring Liaison between the Music Subject Lead and all other members of staff who teach music is regular and informal. Learning walks and informal observations take place to ensure consistency of skills progressions and quality of teaching. This also allows good practise to be shared across the school.</p> | <p>and added to the Expressive Arts Curriculum Plan as part of a regular schedule of meetings</p> |

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| | <p>The Music Subject Lead also liaises with the relevant School Governor to discuss music provision, development and to undertake Learning Walks to observe music making in situ.</p> <p>Development In addition to the Whole School Music Development Plan, development plans and short/medium targets are included in the wider school 'Expressive Arts' document where music's place within the expressive arts can be explored and integrated with other creative subjects and projects.</p> <p>Training Staff completed a questionnaire in the last academic year in which they were able to share their self-reported strengths and areas for CPD regarding teaching music. Results from this are built into development plans, and this process repeated annually.</p> <p>Pupil Voice Children who undertake different instrumental lessons in Year 2 were also randomly chosen to discuss a questionnaire regarding their enjoyment of music lessons, with a trusted adult. The outcomes of this assisted in planning future lessons and teaching strategies.</p> | |

Budget

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| Music income | <p>LMFS does not receive income directly from music events either by way of ticket sales or refreshment income.</p> <p>Grants for equipment have been pursued and been successful in the awarding of new instruments for EYFS. Future grants possibilities are researched</p> <p>The Friends association has released funds to assist with the purchase of fixed outdoor musical instruments and to allow the updating of the tuned and untuned instruments held in the music classroom.</p> | There are no specified target areas for 2024/25 |

Partnerships

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| <p>Partnerships with schools</p> | <p>The Music Subject Lead participates in meetings of the local primary music network.</p> <p>As a member of Music Mark (and holding Music Mark accreditation), educational resources, CPD and liaison opportunities with other schools and networks.</p> | <p>Music Subject Lead to develop liaison with the new Music Subject Lead at Loughton School</p> |
| <p>Other Partnerships</p> | <p>Local Partnerships As detailed above, LMFS has a long term and highly beneficial and productive relationship with the BLMK.</p> <p>As well as peripatetic teachers who visit the school weekly, the Music Subject Lead is in direct contact with relevant members of the Music Hub throughout each half term; sharing information about pupil progress and the services, resources and CPD available directly and indirectly through the hub. This is often face to face and through digital platforms.</p> <p>This also extends to relationships built and maintained through the Saturday Music School operated externally to LMFS.</p> <p>The key benefits of this highly valued relationship are those of ease and speed of communication, mutual understanding of need, and a high level of knowledge about the working relationship.</p> <p>Regional Partnerships The Music Subject Lead has close professional links with the Bedford area of the Music Hub and, externally to LMFS, works with other schools in this region.</p> | <p>There are no specified target areas for 2024/25</p> |

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| | <p>National Partnerships As an accredited member of Music Mark, LMFS has access to members' resources, events information and CPD opportunities offered through this national association.</p> <p>Cultural Partnerships Both the school as an organisation, and individual staff members have cultural partnerships with the following groups: MK Brass MK Sinfonia Inspiring Music (Central Bedfordshire Council) MI Music Hub Saturday Music School</p> | |

Accommodation and resources

| Area | What happens now | Areas identified for development |
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| Spaces for Music | <p>Music is taught predominantly in the music room or the main hall. Music is also taught outside during the warmer months</p> <p>Children also perform in the Denbigh school theatre, at the Ridgeway Centre and Christ the Cornerstone church in central MK.</p> | There are no specified target areas for 2024/25 |
| Resources available for Music | <p>The school has a number of class sets of tuned and untuned percussion stored in Leopards classroom.</p> <p>The EYFS building also has boxes of musical instruments for use during music lessons, and others for the children to explore independently as part of their continuous provision. A new set will be available during the spring term as the result of a successful grant application.</p> <p>The school has approximately 35 descant recorders which are used weekly for recorder lessons – these are cleaned and replaced after each lesson.</p> | Review and purchase resources for 2 new plays for Year 1 and 2. |

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| | <p>A large number of books containing a wide ranging content and genre of songs and singing games which can be accessed and borrowed by all staff. Included among these is a range of performance scores and play scripts for use in annual performances.</p> <p>The main hall has a modern sound system which allows for Bluetooth connectivity, CD playing and wireless microphone functionality.</p> <p>Fixed musical instruments (tuned and untuned) are installed in the rear playground for use during outdoor lessons and for the children to explore independently at playtimes.</p> | |

Inclusion

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|-----------------|---|--|
| Overview | <p>Staff are aware of children who are on the SEND register in all year groups, and those who may require additional support to engage with music lessons.</p> <p>All lessons are scaffolded by teachers to ensure that participation is maximised for all children regardless of experience or need.</p> <p>The repertoire covered in active music making, singing and listening includes music from all genres and also from around the world. In dedicated listening assemblies, music is selected from the suggested listening contained within the Model Music Curriculum.</p> <p>Songs learned in singing assemblies include songs in different languages and the assistance of parents is sometimes sought in order to help teach and understand the cultural elements of traditional songs from other cultures.</p> | Further parental involvement for 24/25 |

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| | <p>At certain times of the year – for example during One World Week and Expressive Arts Week – global music is given particular significance both for listening and active music making.</p> <p>Children may occasionally be taken out of music lessons for brief periods for interventions but this follows no regular pattern where children are at risk of missing out on their musical education.</p> | |
| Special Educational Needs and Disabilities | <p>Children with SEND are included fully in all aspects of the school’s music lessons and other music making. Adaptations are made as needed to ensure that children are able to access musical experience a comfortable and compatible level.</p> <p>External teachers – such as those from the MK Music Hub – are informed of children who may need reasonable adjustments or additional adult support. Ongoing feedback between peripatetic teachers and class teachers ensures that their provision remains suitable to their needs.</p> | Review access to music lessons for all SEND children who access their provision outside the classroom. |
| Religion | <p>Children at LMFS have a range of faiths which are recognised and celebrated, particularly at relevant times as cultural and religious events occur throughout the year.</p> <p>Songs, themes and resources are not biased to any particular religion or culture or imbued with any hierarchy. Children are welcome to share their own songs, experiences and languages from home in myriad ways both in and out of the classroom.</p> | There are no specified target areas for 2024/25 |
| Financial hardship | <p>LMFS takes our community responsibilities to our pupils and their families very seriously; and the strong relationships we foster enable us to offer suitable support across the curriculum and beyond.</p> <p>Children in receipt of Pupil Premium funding are able to learn their instrument of choice without incurring any costs; and in addition are</p> | There are no specified target areas for 2024/25 |

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| | <p>exempted from payment for any other activities where a parental contribution is otherwise called for.</p> <p>The school covers incurred costs for Pupil Premium from PP funding.</p> | |

Progression Strategy

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| Overview | <p>Whilst pupils are at LMFS we endeavour to develop in each child a sense of musicianship, skills in music making, listening skills and an appreciation for music from all eras and genres. This, in part, is with a view to creating a life-long love of music in all its forms.</p> <p>Where pupils show particular aptitude and talent for music, this is discussed directly with parents so that they can make informed decisions regarding their child's music making beyond key stage 1.</p> <p>Regular performances where parents are invited enables parents to see and hear first hand the skills their children have learned, and also to witness their love of and enjoyment for music making.</p> <p>When children leave LMFS at the end of Year 2, information about their instrumental playing is included in the transition process to feeder schools and is shared with parents as part of their end of year report.</p> | |
| Progression opportunities | <p>Children who continue with instrumental lessons into Year 3 will still largely receive tuition from within the MK Music Hub. From Year 3 onwards they are invited to take part in the Saturday Morning Music School which offers a wide range of instrumental ensembles as well as choir opportunities.</p> | <p>There are no specified target areas for 2024/25</p> |

Action Plan

A detailed action plan for the implementation of the key objectives for the academic year 2024/25 is contained in the live working document 'Expressive Arts Curriculum Action Plan', available from the Music Subject Lead upon request.

This includes CPD planning, actions, ownership and costings of development targets. It is reviewed by the Music Subject Lead in conjunction with the Expressive Arts Curriculum Team at least termly.

