

## Music development plan summary: Fordley Primary

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

### Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	20/09/2024
Date this summary will be reviewed	June 2025
Name of the school music lead	Jay Fawcett
Name of school leadership team member with responsibility for music (if different)	As above
Name of local music hub	North Tyneside Music Education Hub (NTMEH)
Name of other music education organisation(s) (if partnership in place)	

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.

### Intent

At Fordley Primary School we believe music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination. Throughout their time in school pupils will have the opportunity to:

- 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 use their voices, to create and compose music on their own and with others. A specialist music teacher supports the teaching of singing in school and with the school choir.
- Learn to play, improvise with and compose with musical instruments, both through tuition from teachers and specialised, bespoke tutors from the local authority.
- Understand and explore how music is created, produced and communicated through the inter-related dimensions: pulse, rhythm, pitch, duration, dynamics, tempo, timbre, texture and structure.
- To understand how symbols and musical notation can be used to record rhythmic and melodic patterns.

### Implementation

At Fordley, engagement with music is implemented from EYFS through the learning of nursery rhymes; listening to and describing sounds; and making sounds with voices, instruments and manipulating objects. From Year 1 to Year 6, music is taught by teachers half-termly following a curriculum which seeks to engage and inspire pupils through music as well as allowing our children to appreciate and express themselves. Charanga is used as a foundation for our curriculum and teaching due to its alignment with National Curriculum objectives and its emphasis on developing understanding of

the interrelated dimensions of music by exploring a wide range of genres. It is supplemented by additional resources designed by the music lead to ensure progressive, sequential pupil understanding of musical vocabulary and musical notation. These high-quality resources, combined with effective tuition, ensure sequential learning where knowledge is acquired and embedded through small-steps and repetition. Furthermore, weekly assemblies are utilised at Fordley to ensure children listen to and sing to a wide variety of musical pieces.

Continuing Professional Development is used to develop staff understanding in terms of subject knowledge and pedagogical understanding. Delivered throughout the academic year by our music lead, it aims to support staff in using our resources effectively to ensure pupil engagement, pupil attainment and to increase staff confidence in providing music tuition. The music subject lead liaises with the local authority to ensure our curriculum and approaches to teaching music are effective and tailors subsequent CPD opportunities in response to feedback.

Support from, and partnership with, the NTMEH (North Tyneside Music Education Hub) is key to ongoing development of our music offer as their expertise supports us with our CPD and also the wider experiences for our pupils.

### Impact

The impact of our music curriculum is demonstrated through our children's love of music and their engagement with our musical offer. Our children enjoy music as performers, composers and listeners, demonstrating passion and creativity through their performances and compositions. This is measured by observing and monitoring our children's engagement with musical opportunities such as performances in the local community and whole-school performances.

Knowledge organisers provided by the music subject lead outline the key skills and understanding our pupils learn during individual units of learning. Formative assessment via questioning and observation, in alignment with our knowledge organisers, are used to assess pupil understanding throughout, and at the end of, a unit of learning. Teachers use our knowledge organisers to provide a yearly summative assessment based upon pupil achievement in relation to the designated skills and knowledge for each unit which directly link with our *progression of skills in music* document. Staff voice and CPD is used to monitor the impact of our music provision in terms of pupil engagement, pupil attainment and staff confidence in terms of teaching and learning.

Our music curriculum overview: [music.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](https://music.pdf(primarysite-prod-sorted.s3.amazonaws.com))

Our music progression of skills: [progression-of-skills-in-music.pdf](https://progression-of-skills-in-music.pdf) ([primarysite-produced.s3.amazonaws.com](https://primarysite-produced.s3.amazonaws.com))

As a highly inclusive school, we ensure our curriculum is tailored to meet the wide range of needs of the children within our classes. For example, there may be children who find loud noises and music tricky to manage so this is managed by them having access to ear defenders, or ear loops, to reduce the sensory overload for them whilst ensuring they can still access learning as well as singing in assemblies and school performances. We also ensure that children with SEND access our Rocksteady music lessons, whether that be through encouragement to try taster sessions or using pupil premium to fund lessons.

We aim to allocate the equivalent of an hour per week to music in both KS1 and KS2.

## Part B: Wider Musical Opportunities

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.

Tutors from North Tyneside Music Education Hub (NTMEH) are deployed to provide our children with a broader musical experience via bespoke tuition in instrumentation (such as the ukulele) and in exploring genres (such as hip-hop and beatboxing).

Our pupils also have the opportunity to receive direct musical tuition through programmes such as Rocksteady, which culminates in whole-school performances to pupils, staff and our families. The Rocksteady programme teaches children a wide range of instruments including drums, guitar, keyboards, bass guitar and vocals. These are taught in an ensemble situation with children learning the nuances of how to play in a band whilst they learn their instrument. There is a termly concert for the rest of the school and parents of the bands where all the bands perform the songs they have been rehearsing that term. Within the Rocksteady programme we have the facility to allocate pupil premium places so that the offer is open to all pupils.

When we prepare for events such as performing at Whitley Bay Playhouse, our music lead runs and after school club targeted to specific year groups each time (to allow a range of children over the year to take part). For our annual 'Fordley Factor' event, rehearsals are facilitated during lunchtimes by our music lead so that children are able to feel prepared to perform.

In addition to this, using the Charanga programme which supports our non-specialist class teachers, year groups are able to learn djembe or recorders in whole class lessons.

## Part C: Musical Events

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.

Musical enrichment is at the heart of our curriculum offer at Fordley. In-school performances, such as nativities, Christmas shows and end-of-year performances, allow our children the opportunity to enrich their abilities to perform to an audience of their peers and families. We are exceptionally lucky to have a full performance stage as part of our school facilities, and we strive to give children opportunities to perform on there as often as possible as it builds their confidence and they thoroughly enjoy the experience. As well whole school performances during school time, our pupils have opportunities to perform to our community in yearly fundraiser performances such as *The Fordley Factor*. This gives children, in our upper phase, the chance to come together, create their own musical group, choose (with support) their performance song and have the chance to rehearse it in school with support before performing to families in an evening show.

At Fordley, we also organise yearly singing visits to churches, care homes and local community centres to allow our children and staff to contribute back to our community. Furthermore, our children have the opportunity to perform at musical events organised by our local music hub (NTMEH), including twice yearly singing performances at the Whitley Bay Playhouse.

For all performances in school we do not charge for entry as it is essential as many families are able to attend as possible (we do charge a small amount for refreshments provided by our Friends of Fordley).

Where there are external performances (e.g. Whitley Bay Playhouse), there is a ticket cost however we would subsidise this where required to ensure no performer and family miss out. .

## In the future

Our future plans include:

- Ensuring that we can consistently provide a dedicated hour of music for both KS1 and KS2 to give children a full and meaningful music curriculum
- Ensuring we continue to utilise the expertise within the music hub to deliver our whole class instrument teaching
- Continue to provide opportunities for our school choirs and Rocksteady bands
- Explore other opportunities for external bands/performers to come and perform to the school/phases

