

Music Development Plan

Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	July 19 th , 2024
Date this summary will be reviewed	July 1 st , 2025
Name of the school music lead	Eva Brooks
Name of school leadership team member with responsibility for music (if different)	Creative Arts Lead – Eva Brooks
Name of local music hub	North London Music Hub
Name of other music education organisation(s) (if partnership in place)	Guildhall School of Music

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 achieve.

At Robert Blair School, music is taught in all classes from Foundation stage to Year 6. We are committed to developing our children's knowledge, skills and understanding in music through a wide range of teaching styles. These include movement and dance, and through whole and small class group work. Our aims are to ensure that music progression is evident throughout the school and that it builds on what has been taught and learned in previous years. Our music curriculum allows:

- Pupils to develop their performance skills through learning to play tuned and untuned instruments, singing a variety of songs and rehearsing and performing with others.
- Pupils to develop their composing skills through creating musical patterns and exploring and organising sounds and learning to record these in a variety of ways.
- Pupils to learn to analyse and compare sounds, explore ideas and make improvements to their work, building on their appraising skills and develop a strong appreciation for and love of music.
- Pupils to learn to listen with increased concentration to internalise and recall sounds.

Teachers plan lessons that are closely aligned to our music scheme, Charanaga Music.

These lessons include a variety of engaging activities that are differentiated and planned to support all pupil needs. Each unit of work has a cross curricular focus and a musical focus, which allows pupils to make strong progress throughout their primary school music experiences. Children with SEND are individually supported in class depending on adapted requirements such as the use of ear defenders or strategic placement of seating in the classroom.

We have taken into consideration the model music curriculum recommendations (2021) and ensure all pupils are taught 1 hour per week or equivalent and our KS 1 and KS1 classes will be taught to play musical instruments: xylophone and ukulele.

At the heart of our endeavours, we understand the importance of music and the joy in learning that it brings to the young children we teach.

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.

Currently, we do not offer music tuition outside of lesson times but are in the process of obtaining a ukulele instructor for 1:1 tuition after school. We are also exploring some funding options that will allow children to borrow instruments (ukulele) to practice at home. The music subject lead will facilitate a school singing ensemble as after school provision for a half term during the year. This will be for key stage 2 children for one afternoon per week for one hour.

In addition, families will be regularly signposted to music offerings through the North London music hub within the local authority.

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.

During each half term, singing is incorporated into class assembly performances. There are plans to expand pupil performance experiences by providing opportunities for children to perform songs and melodies that have been learned over the course of a term to either another class or as part of an assembly. Through this process, children will gain experience in performing to a small audience and gain confidence in sharing their learning with others.

Philip Ihle, <http://www.ihleviolins.com/> has occupied a studio space on site for a number of years. We are working with them to develop enrichment and engagement opportunities across our school to provide music experiences for pupils that support and enrich our curriculum.

ZooNation <https://zoonation.co.uk/> joined us in one of our studio spaces in the summer of 2024. We are working together to drive further enrichment of our provision and opportunities across the creative arts. *Eg summer 2024 our year 6 pupils created a performance of words, music and dance to share their memories of their journey from our children's centre to year 6.*

The music lead will endeavour to facilitate musical experiences for the children by organising music trips to concerts and musical theatre, visits from musicians and opportunities to engage in music workshops.

In the future

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

We plan to use this academic year 2024-2025 to embed music across the curriculum as a vital part of our arts provision at Robert Blair School,

In the early years, music is a primary way to support strong speech and language skills.

Practitioners will continue to use music as way to engage children in their learning through songs

and rhymes. It is hoped that a music specialist can support the early years in a music session at least one day a week in the following years.

A designated music space will provide children an area for musical learning that will inspire them to develop a life-long love of music, increase their self-confidence, creativity, and imagination, and provide opportunities for self-expression and a sense of personal achievement. This space will model the arts focus ethos of the school and be a welcoming and inviting place of self and collaborative expression and learning.