

## Mount Street Academy Music Development Plan

**School:** Mount Street Academy

**Trust/local authority:** Anthem Trust

**Local music hub:** Lincoln Music Service

**Music lead:** Jemma Pledge

**Music specialist (if applicable):** n/a

**Headteacher:** Rachael Horn

**Date written:** July 2024

**Review date:** July 2025

	<b>Music Development Plan</b>
<b>Overall objective</b>	<p><b>Curriculum</b></p> <p>At Mount Street Academy, we use the Charanga Music Model Music Curriculum</p> <p>Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>● 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</li><li>● 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</li><li>● 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.</li></ul> <p>This Mount Street Academy music curriculum is built on the following principles:</p> <ul style="list-style-type: none"><li>● Children will develop their skills in inquiry and critical thinking.</li><li>● Children will begin to feel and learn about social connectivity.</li></ul>

- Children will learn about and deepen their musical understanding and connect this with their place in their community.
- Children will become globally aware and understand what it means to become a citizen of the world.
- Songs and singing lie at the heart of the learning process.
- An authentic musical experience is at the heart of musical learning.
- At each age and stage of development, musical learning is drawn from engaging with the songs in each unit.
- The Mount Street Academy music curriculum is fun, modern, inclusive and engaging.
- The Mount Street Academy music curriculum is flexible and can be used as a structured approach to music teaching or can be turned into a customised model for an individual school or class.
- The Mount Street Academy music curriculum will help children to understand and connect with different styles of music from various cultures, particularly where cultures intersect.
- Children will gain an understanding of historical and cultural contexts related to music.
- Children will form their own musical opinions and learn to make their own musical decisions.

The intention of the Mount Street Academy music curriculum will develop a life-long love of music and encourage children that they are all musical learners. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear throughout the scheme.

Within every unit for every year group, children will listen, sing, move, play instruments, improvise and/or compose, and perform a wide variety of songs in many styles. With a focus on teaching about the elements of music through songs, children will continue to develop their knowledge and skills related to these foundational building blocks of music.

Our intention is to support children of all ages in discovering their identity and finding their place in the world.

With each unit centered around an age-appropriate **Social Question** and **Musical Spotlight**, children are encouraged to think deeply about the world, their communities, and their relationships with others. We encourage children to engage with and inquire into the broader role music plays or enjoys in our lives and society.

Charanga's Model Music Curriculum is designed as a Spiral Curriculum. The **spiral design** of this scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of the six school years. More specifically, musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced, and

	<p>the learning deepens. Children quickly become familiar with musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.</p> <p>This <b>spiraled</b> approach leads to more secure, deeper learning and musical mastery, enabling children to develop their knowledge and understanding of music as it relates to culture and their world experiences both in and outside of school.</p> <p>So, to support intense and rapid learning, the musical activities are designed in one of two ways:</p> <ol style="list-style-type: none"> <li>1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.</li> <li>2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.</li> </ol> <p>Clearly sequenced lessons and units support the areas of the National Curriculum for Music: listening, singing, playing composing, improvising and performing.</p> <p>Each unit involves a variety of musical activities, centered around given songs:</p> <ul style="list-style-type: none"> <li>● Understanding Music</li> <li>● Listen and Respond</li> <li>● Learn to Sing the Song</li> <li>● Play Your Instruments with the Song</li> <li>● Improvise with the Song</li> <li>● Composition - Compose with the Song, Create a Graphic Score (<b>KS1</b>) Compose with a Theme, Music Notepad</li> <li>● Perform the Song</li> </ul>
<b>Key components</b>	<p>Music curriculum, including use of music technology – EYFS, KS1, SEND</p> <p>Classroom instrumental teaching glockenspiel or recorder</p> <p>Progression from classroom instrumental teaching</p> <p>Visiting music teachers</p> <p>Links with external music organisations</p> <p>Pupil Premium student engagement</p> <p>Succession planning and CPD</p> <p>Whole school singing assemblies</p> <p>Performance opportunities</p>

**Classroom  
instrument teaching**

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Charanga Model Music Curriculum, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term. Music is taught as a discrete lesson usually lasting a hour. Our lessons are taught with a combination of weekly sessions and focused days.

Each unit combines the strands of performing, listening and composing within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The children are given opportunities to apply their skills and given a chance for collaboration through composition.

We intend that through this next year, children in each year group will have opportunities to perform their music pieces to larger groups.

**Playing Instruments Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure** Children will:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Rehearse and learn to play a simple melodic instrumental part by ear.</p> <p>Play a part on a tuned or untuned instrument by ear.</p> <p>Learn to treat instruments carefully and with respect.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Learn to play together with everybody while keeping in time with a steady beat.</p> <p>Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear.</p> <p>Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part).</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Learn to treat instruments carefully and with respect.</p> <p>Play together as a group while keeping in time with a steady beat.</p> <p>Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p>	<p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and E major.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as the violin or recorder.</p> <p>Play a part on a tuned instrument by ear or from notation.</p> <p>Play the instrumental part they are comfortable with and swap when appropriate.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p> <p>Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture and technique.</p>	<p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p> <p>Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture and technique.</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E<math>\flat</math> major, C minor and D minor.</p> <p>Play a part on a tuned instrument, by ear or from notation.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture.</p> <p>Begin to understand how to rehearse a piece of music <u>in order to</u> improve.</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E<math>\flat</math> major, D minor and F minor.</p> <p>Play a melody, following staff notation written on one staff and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Play a part on a tuned instrument, by ear or from notation.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song.</p> <p>Play together with everybody while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture.</p> <p>Understand how to rehearse a piece of music <u>in order to</u> improve. Play a more complex part.</p>

Y1 – Introduce teaching how to play the recorder

Y2 – Glockenspiel or recorder

**Implementation of key components**

**Lesson Delivery** – Within each music session there will be the following elements:

Lesson material for each year group is organised into six units. Over the course of each unit, children are introduced to new songs. The musical learning related to each song is incorporated into a variety of lesson activities. Simply put, children don't just learn to sing songs – they learn about all aspects of each song, including its historical connections, narrative, related music theory, cultural context and style.

With a performance goal associated with every weekly lesson, children work through a series of musical activities where they acquire new – and enrich existing – musical knowledge and understandings. As lessons progress through each unit and year group, musical skills and understandings are continually reinforced, allowing for deeper learning.

Each weekly lesson will always involve the following activities:

1. Understanding Music
2. Listen and Respond
3. Learn to Sing the Song
4. Perform the Song

In some weekly lessons, there will be options for **playing instruments, improvising** and **composing**. All activities are incorporated over the course of each unit in every year group and are connected as part of each performance.

These lesson activities are described below:

#### 1a. **Understanding Music**

This activity supports students in their understanding of duration, pulse, rhythm and pitch. It is designed to bring everyone together at the beginning of the lesson to learn, embed or revisit the music theory required for the unit and year.

#### 1b. **Improvise Together**

This activity gives children an opportunity to practice improvising together.

#### 1c. **Notation - the Language of Music**

Formal notation is not introduced until our children move to Junior school in Year 3, but the foundations are laid from Year 1.

#### **Listen and Respond**

Every lesson across the scheme involves a **Listen and Respond** activity, where children listen and respond to the weekly song. Through this, they gain an understanding of music's design and cultural place while learning about and feeling the impact music has on us. Children will discuss the historical and cultural context of the music, which helps to embed learning through listening to one another and sharing ideas. Learning about the **elements of music** is also part of this activity.

#### **Learn to Sing the Song**

Each **Learn to Sing the Song** activity helps you to teach the song that the children have listened to and discussed in the previous activity. The lyrics, notated music and backing track are all provided in the lesson viewer. There are several playback options from which teachers can choose. Children will have the opportunity to practice and rehearse their singing skills and focus on learning to read music from a score while discussing **elements of music** associated with each given song.

#### **Playing Instruments**

Occasionally, there will be other activities, or a combination of activities, available to you within a weekly lesson plan. While not affiliated with each song, children will have the opportunity to engage in **playing instruments, improvising, and composing** throughout each unit. These activities further allow children to directly use and manipulate the **elements of music**. In years 3-6, children will also have access to a composition-based activity.

#### **Compose with the Song**

This activity provides children with the opportunity to experiment with different combinations of rhythm and pitch to create simple melodies within the lesson viewer. A child can experiment with a given number of pitches and note values to compose simple melodies that fit with the backing track for given songs.

#### **Create a Graphic Score**

A graphic score is an exciting and creative way to write a musical composition. Graphic scores can be very artistic and imaginative and can include shapes, squiggles, letters, pictures and in fact, anything you would like! With a graphic score, you can make up your own rules.

#### **Perform the Song**

There are many opportunities for performance. At the end of each weekly lesson and the end of each unit, children are provided with the opportunity to perform a song, or collection of songs, and share any related musical activities. This allows children to showcase what they have learnt within a lesson or unit, by sharing songs they have learned to sing, instruments on which they have learnt to perform, improvising skills and compositions they have created. Performances at the end of a lesson or unit, or for any other sharing purpose, should be organised by the children to include a contextual introduction that connects to learning which has also taken place in each Listen and Respond Activity. Performances at the end of a unit may be used for assessment purposes, as well.

**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, 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).

	<p>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 the world.</p> <p><b>Model music curriculum</b> - 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.’ From September 2024, we teach whole-class glockenspiel/ recorder lessons to support the teaching of musical notations as part of the charanga scheme.</p> <p><b>Planning</b> – The Charanga Model Music Curriculum Map demonstrates the coverage in the national curriculum. Medium term planning demonstrates which units cover which development matters statements and early learning goals for both prime and specific areas in EYFS. The Year group key learning “I can” statements are engaged with by staff for music medium term planning.</p> <p><b>Adaptation</b> - We recognise that there are children of widely different musical abilities in all classes, 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 grouping children by ability in the room and setting different tasks to each ability group; providing resources depending on the ability of the child and setting open-ended tasks relating to composition and performance. Assessment for Learning is used to identify the learners that need extending.</p> <p><b>SEND</b> - 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. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.</p>
<p><b>Extra-Curricular and Music Enrichment</b></p>	<p>Rocksteady offer group peripatetic music lessons which includes drumming, guitar, keyboard and ukulele. An increasing proportion of pupils are involved and the children perform to parents/family grown ups at the end of each term.</p> <p>Wow days in EYFS have included Chinese New Year and Diwali musical experiences.</p> <p>As part of our Enrichment offer we invite visitors into school to play instruments/share their job roles that involve music.</p> <p>Small-scale performances take place in the community e.g. singing at St Baranabas Hospice and Abbeyfield House Care Home</p>



<b>Musical Experiences</b>	<p>In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.</p> <p>Across both key stages, children have a range of opportunities to experience live performances and to take part in musical performances, such as Christmas plays and nativities and Arts focused outcome events.</p> <p>Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE.</p> <p>Visitors are also used to enhance the music curriculum where appropriate e.g. Rocksteady teacher performance assemblies.</p> <p>Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders. Parents and carers actively support music making, through support at events.</p>
<b>Evaluation process for the success of the Music Development Plan</b>	<p><i>Termly monitoring of action plan.</i></p>
<b>Transition work with local secondary schools</b>	<p><i>Develop links to local school music groups to inspire and engage from year 6-year 7 transitions.</i></p>
<b>In the future</b>	<p>Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.</p> <p>CPD and capacity planning – plan CPD for classroom teachers to increase confidence in notation, improvisation and performance in the classroom and delivery.</p> <p>Links with external music organisations – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert (The Drill Hall?).</p> <p>Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend, for visiting music teachers’ students, choir and music ensemble; class music assemblies for parents showcasing music curriculum music; Nativities and class/key stage</p>

	<p>productions.</p> <p>Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. PTA; local charities; fundraising in school from performances etc.)</p>
<p><b>Summary Action Plan</b></p>	<p><i>By December 2024 –</i></p> <ul style="list-style-type: none"> <li>• <i>Look to join the Music Hub Partnership £100</i></li> <li>• <i>Detail the school's offer for each year group (Development plan)</i></li> <li>• <i>Identify children in school who learn/can play an instrument</i></li> <li>• <i>Continue roll out of non-core assessment of Music (termly teacher assessment, via Curriculum lead)</i></li> <li>• <i>Plan in musical experiences for the year (create a timetable)</i></li> <li>• <i>Showcase outside music lesson opportunities (Signpost parents to Rocksteady and Lincolnshire Music Service)</i></li> <li>• <i>Plan in performances for each Charanga unit (timetable sent out to staff)</i></li> </ul> <p><i>By April 2025</i></p> <ul style="list-style-type: none"> <li>• <i>Continue to showcase outside music lesson opportunities (Signpost parents to Rocksteady and Lincolnshire Music Service)</i></li> <li>• <i>Plan in second performances for each Charanga unit (timetable sent out to staff)</i></li> <li>•</li> </ul> <p><i>By July 2025 -</i></p> <ul style="list-style-type: none"> <li>• <i>Source additional funding from hub/charities/fundraising for whole-class tuition (Contact Co-Op, Tesco's)</i></li> <li>• <i>Source links to live musical events (Via Music Service)</i></li> <li>• <i>Equip teachers with the skills to teach and assess music with confidence (Music Service CPD)</i></li> </ul>

**Useful links**

[The power of music to change lives: a national plan for music education](#)

[Building a musical culture in a primary school – the nuts and bolts for success](#)