# Music development plan:

The Grove School Totnes

## Overview

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| Detail | Information |
| Academic year that this summary covers | 2024-2025 |
| Date this summary was published | 22.7.24 |
| Date this summary will be reviewed | 14.7.25 |
| Name of the school music lead | Vic Barton-Wilkes |
| Name of school leadership team member with responsibility for music (if different) | Hannah Westrope |
| Name of local music hub | Devon and Torbay Music Education Hub |
| Name of other music education organisation(s) (if partnership in place) | Charanga Musical Curriculum  English National Opera – Finish This Outreach Project  Visiting Practitioner Kip Pratt |

## Intent

At the Grove School we are passionate about every child receiving a high-quality musical education across the year groups. We want the children leaving our school to feel empowered to embrace musical experiences and emboldened to have their own musical opinions and ideas about different genres. We want them to feel happy and confident with music as a subject and skilled enough to partake in musical clubs, classroom discussions, improvisations, cross-curricular learning and to have a good understanding of basic musical terminology, e.g. dynamics and tempo. They have an hour’s timetabled music curriculum music lesson each week in addition to singing assemblies and extra performance opportunities.

To facilitate this we use Charanga musical curriculum, following the Model Music non-statutory guidance (2021). We have adapted this to fit the needs of the children and teachers and adapt lessons and planning in order that it is fully accessible to all children including support for pupils with SEND. For the children to be able to retrieve their musical knowledge this is delivered weekly in Reception and KS1, they continue with this musical trajectory through KS2, whereupon they are able to build upont he previous learning they have secured in KS1. However, secure in this knowledge, we also branch out to use other enriching musical resources. All pupils have the opportunity to learn the ukulele during WCET for a term and for the second year running we have also been accepted onto a English National Opera outreach project where the children in years 3-6 will be set a musical composition challenge.

Details of modules and specific curriculum progression can be downloaded using the music progression tab.

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| **NPME recommendations** | **Where are we now?** | **Where do we want to be?** *Short term/Mid term/Long term?* | **How will we get there?** *Resources, timings, problem solving and long-term plans. CPD needs.* |
| **Part A – Curriculum Music** | | | |
| **In the Classroom**  Timetable curriculum music of at least one hour each week of the school year for key stages 1 to 3. | * All children receive an hours timetabled curriculum music. * Reception and KS1 use an adapted version of the Charanga music curriculum, using the Model Music Curriculum (non-statutory guidance 2021) resources. * Children with SEND are supported to access the learning through enhanced adult support, opportunities for brain breaks, managing sensory needs to avoid sensory overload, use of headphones to help with this. Children with reading barriers have the opportunity to use a close copy of song lyrics. Teaching is always adaptive, inclusive and responsive to the needs of the class. * KS1/2 have the opportunity to work with a visiting musical specialist for a project using story-telling, singing and playing untuned percussion as part of a WCET lesson. * KS2 use an adapted version of the Charanga music curriculum, using the Model Music Curriculum (non-statutory guidance 2021) resources, returning to this each term in order to embed and retrieve the key skills and terminology. * KS2 have been accepted onto an English National Opera Outreach Project which they will complete in the Spring Term and is based upon the children developing their composition skills.   (implemented for the first time in y5/6 2024/2025).   * KS2 will also have the opportunity to learn the ukulele as part of a WCET module in the Spring/Summer terms (implemented for the first time in y5/6 2024/2025). | Short Term   * To continue to embed the Model Music Curriculum. * To seek opportunities to extend children working above ARE, particularly those having peripatetic music lessons within curriculum music lessons. * To deliver WCET ukulele lessons to every child in KS2.   Mid term   * To seek opportunities to share curriculum learning with parents/carers/wider community. * To develop KS1 curriculum to include a half term of enriching high-quality outreach resources.   Long term   * To engage with performance opportunities in the local community. * To invite a greater range of experts from the local community/parents with musical talents to enhance musical curriculum and performance opportunities. | * Engagement with local music hub. *Cotinuous*. * Engagement with CPD offered by Charanga. *Autumn Term 2024* * To complete audit of extra-curricular lessons at the beginning of the year and download relevant sheet music for lessons where instruments are required.   *September 2024*   * To deliver CPD to staff in order to facilitate ukulele WCET delivery in Spring or Summer term for KS2. *Spring Term 2025* * For music lead to investigate performance opportunities locally. *Autumn Term 2024* * To forge relationships with local schools to share performance opportunities and share best practice.   *By Summer Term 2025*   * To research and investigate outreach opportunities suitable for KS1.   *By Summer 2025* |
| Part B – Extra-curricular Music | | | |
| **Beyond the Classroom**  Provide access to lessons across a range of instruments and voice. | Peripatetic music lessons offered for:   * Singing * Piano * Violin * Guitar * Various lessons subsidised for pupil premium children at discretion of Peripatetic teacher. * Children taking these lessons are able to work through ABRSM exams.   Ensembles offered:   * Strings Group * KS1 and KS2 choir   Performance opportunities offered:   * Reception – nativity performance * KS1 – Christmas Song Performance * Year 3 4 Musical performed at KEVICC Ariel centre at Christmas * Year 5 6 Musical performed at KEVICC Ariel Centre in the summer term | Short term:   * Continue to engage with local music hub, particularly for support with pupil premium funding for access to lessons. * Create close harmony vocal group in KS2 run by music specialist.   Medium term:   * Create Pupil premium pathway for children to access choirs. * Manage spaces so that children have the opportunity to practice instruments in school – particularly those children who are learning WCET instruments in class but do not have opportunity to take them home. * Encourage KS2 children to create their own musical groups and create managed shared space for them to do this.   Long term   * Collaborate with other schools to create shared opportunities using music teachers/specialists in order to offer greater range. | * For KS1 and 2 teachers to engage with CPD offered through Charanga.   *Autumn Term 2024*   * Utilise expertise of teaching staff to create greater range of ensemble opportunity.   *By Summer 2025*   * To offer CPD for WCET teaching.   *Spring 2025*   * To collaborate with Expressive Arts Lead governor to develop opportunities for pupil premium children to access instrumental lessons and musical ensembles.   *Autumn Term*   * To create timetable that children can sign up for to manage studio space/Simon’s Cabin for rehearsals/individual practice.   *By Summer 2025* |
| Part C - Musical Experiences | | | |
|  | Singing Assemblies:   * Whole School singing assembly every Thursday afternoon.   Key stage Performances:   * Reception/KS1 children perform for parents/carers/school at Christmas in the school Hall * KS2 children have the opportunity to perform at The Ariel Centre in KEVICC in a musical at Christmas or Summer.   Extra-curricular performances:   * Termly Choir performances * Termly Strings group performances   Events:   * Year 5 6 go to KEVICC to watch the secondary students perform in a musical in the Autumn Term | Medium term:   * Create an extra live performance opportunity for all children to take part in. * Collaborate with Totnes Caring to create opportunity for community.   Long term:   * Access schools outreach concerts in Plymouth offered for free by Welsh National Opera – cost of transport currently makes this impossible * Access Devon Mix – free event offered by the local music, again restricted through lack of funding for transport. | * Showcasing curriculum learning taking place for parents/carers. *By Summer Term 2025* * Raise money to transport children to cultural events. * Make parents aware of these opportunities and ask for offers of transport. *By Summer 2025* |
| In the future:  Curriculum Music   * Expand provision provided by visiting specialist for KS1 and 2 to create whole school performance project. * Create high-quality outreach opportunity for children in KS1 to access. * Establish WCET teaching in all of KS2 * WCET teaching to be performed to school and parents   Extra-curricular Music   * Create pupil premium pathway for greater inclusivity. * Create a greater range of musical ensemble opportunity (close harmony and guitar ensemble) * Make use of shared spaces for children to practice/rehearse and for this to be managed.   Musical Experiences   * Access funding/pool parent helpers in order to access high quality free events that are currently restricted through transport. * Create an extra performance opportunity for children to participate in. | | | |