

Music development plan summary: Earl Sterndale School

Overview

Detail	Information
Academic year that this summary covers	2024 - 25
Date this summary was published	Summer 2024
Date this summary will be reviewed	Summer 2025
Name of the school music lead	D Holden
Name of school leadership team member with responsibility for music (if different)	D Clayton C O'Neill
Name of local music hub	N / A
Name of other music education organisation(s) (if partnership in place)	N / A

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.

We ensure our children have a full, rich and comprehensive Music experience at our school. These include the key features as outlined 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

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.

Our Music curriculum, skills progression and timetable are published on our school website.

Our Music curriculum is entirely inclusive and sets high expectations for all pupils. We also recognise the benefits Music can have for all children, especially those with SEND.

Curriculum Music at Earl Sterndale School takes place on a Thursday and is informed by the model Music curriculum (Mar 2021).

In the morning, the KS2 children work with our specialist Music teacher in small groups on learning musical notation, composition and keyboard skills using the ABRSM Theory of Music.

Later in the morning, in the Infant class, the children work in small groups during the morning to provide a bespoke short lesson tailored to their year groups before being taught as a whole class for a longer lesson in the afternoon. The 'Sparkyard' scheme is used and singing and active listening are central to the infant curriculum with plenty of repetition to develop their knowledge of technique, to increase confidence and gain knowledge of a wide repertoire of material. The musical elements of pulse, rhythm and pitch are introduced and reinforced regularly and lay the foundations for progression in Key Stage 2. Movement and dance are often taught alongside the songs that the children are learning. There are also opportunities for creating music and learning simple compositional techniques. They are taught to use untuned and tuned instruments. The infants frequently perform informally in front of each other and take part in school church services and productions. They are taught how to engage with an audience and how to maintain a stage presence throughout any performance.

Later in the afternoon the KS2 children study music history using the Collins Music 'Listening to Music History' scheme and have the chance to perform both vocally (as part of a choir, in small ensembles or solo) and with a range of instruments (as part of a full band, in small ensembles or solo) including ukuleles, chime bars, keyboards, steel drums, recorder, percussion and guitar in class. We have also had children perform with flute, cornet and saxophone. Very often the songs learned make up part of a public performance or concert. There is also an element of music appreciation every week where the children listen to a song or piece of music, often linked to the period of music history we are studying, and they use the inter-related dimensions of music (Pitch (high / low), Dynamics (loud / quiet), Tempo (fast / slow), Rhythm (repeated patterns), Duration (long / short notes), Melody (tune), Texture (layers), Structure verses, chorus etc), Harmony (different, matching parts), Timbre (the 'feel' of the music) and moments of silence) to assess it. They also think about how it makes them feel and what images it produces in their minds.

We use the Sparkyard scheme to learn and perform songs.

We also use this time to learn and rehearse pieces of music for a range of performances throughout the year including harvest, Christmas, Easter and our Leavers' service as well as our annual school production which often includes an element of music. These may be vocal pieces performed solo, in small groups or by a choir or instrumental pieces where each child plays an instrument solo, in small groups or in an ensemble.

We are not linked to any partnership or hub.

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.

Our Music teacher offers individual music lessons which has been accessed by various children. We also provide one-to-one, small group and ensemble tuition in a range of instruments including ukulele, keyboard, guitar, chime bars, steel drums and recorder.

We have a school choir and a school band which perform regularly throughout the school year.

We have loaned school instruments (eg ukuleles, keyboards) to children for over-night, over weekends and during holidays practise purposes. There is no charge for these loans.

Pupils have the opportunity to practise their songs vocally and instrumentally at various times during the school day – assemblies, break-times, before and after school.

We are not linked to any partnership or hub.

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.

This year the choir and band performed at the Harvest festival, at the Christmas concert (including our traditional 12 Days of Christmas with full audience participation) and at the Easter service. All these took place in church to a full congregation. They will also perform at our Leavers' Service. These performances are all free of charge.

There is also a school play every year which always includes an element of music. There is a small voluntary contribution for this performance.

Other performances have taken place at Buxton Opera House and at local secondary schools.

We are not linked to any partnership or hub.

In the future

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

Governors are very keen to ensure our excellent Music provision is at least maintained over the next few years. If resources and finances allow, we would like to expand and improve of provision eg by purchasing and introducing new instruments.

Further information (optional)

We are very mindful of linking Music to other areas of the curriculum – the pupils often produce pieces of creative writing based on a based of music they have heard as well as sketching and producing Art. There are links to our Sound topic in Science and we directly link Music to History within our Music lessons. There are also clear links to Music and P.E. and we aim to include an element of Dance in all our performances.

Further information about the government's Music plan can be found using the following link:

<https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education>

Parents and carers can access further information about how they can involve their children in Music using the following link:

<https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people>