

Music development plan summary: Iver Heath Junior School

Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	05.09.2024
Date this summary will be reviewed	05.09.2025
Name of the school music lead	Tina Musson
Name of school leadership team member with responsibility for music (if different)	As above
Name of local music hub	Buckinghamshire Music Trust
Name of other music education organisation(s) (if partnership in place)	Rocksteady Music School

Part A: Curriculum music

The National Curriculum for music aims to ensure that all children:

- 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 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
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

1. Intent

At Iver Heath Junior School, we aim to provide every child with music experiences which engage and inspire them. We believe that music is an inclusive subject that plays a vital role in every child's education; it is a universal language that embodies one of the highest forms of creativity. Music is a tool for personal expression, and we believe it can play an important part in the personal development of pupils as individuals. We aim to encourage children's curiosity as they ask questions and

explore the role of music in different cultures and societies around the world. At IHJS we believe that music plays an integral role in helping children to feel part of a community. Therefore, we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience.

At Iver Heath Junior School we think of music education as an active - rather than a passive – experience. We encourage learners to engage with and inquire into the broader role music plays in our lives and society.

The units taught across the school are as follows

Autumn			
Year 3	Year 4	Year 5	Year 6
How does music bring us closer together? Developing notation skills What Stories does music tell us about the past? Enjoying improvisation <i>The Autumn term will also include the year 3 pupils Christmas performance.</i>	How does music bring us together? Interesting time signatures How does music connect us with the past? Combining elements to make music <i>The Autumn term will also include the year 4 pupils Christmas performance.</i>	How does music bring us together? Getting started with music technology How does music connect us with the past? Emotion and musical styles	How does music bring us together? Developing melodic phrases How does music connect us with the past? Understanding structure and form
Spring			
Year 3	Year 4	Year 5	Year 6
How does music help to make the world a better place? Composing using your imagination How does music help us to get to know our community? Sharing musical experiences	How does music improve our world? Developing pulse and groove through improvisation How does music teach us about our community? Creating simple melodies together	How does music improve our world? Exploring key and time signatures How does music teach us about our community? Introducing chords <i>During this term the year 5 pupils will also take part in an Easter production.</i>	How does music improve our world? Gaining confidence through performance How does music teach us about our community? Exploring notation further
Summer			
Year 3	Year 4	Year 5	Year 6
How does music make a difference to us every day? Learning more about musical styles How does music connect us with our planet? Recognising different sounds	How does music shape our way of life? Connecting notes and feelings How does music connect us with the environment? Purpose, identity and expression in music	How does music shape our way of life? Words, meaning and expression How does music connect us with the environment? Identifying important musical elements	How does music shape our way of life? Using chords and structure How does music connect us with the environment? Respecting each other through composition <i>During this term the year 6 pupils will also take part in an End of year production.</i>

NB: Each unit contains the following elements:

- Musicianship: Understanding the interrelated dimensions of Music
- Terminology: creating rich vocabulary environment
- Listening: Responding to and analysing a diverse range of musical styles from different cultures
- Notation: Reading and writing staff notation
- Playing a range of percussive instruments (tuned and untuned)
- Creating: Improvising and composing
- Performing: In a variety of settings and arrangements
- Research into the Great Composers

The Long-Term Curriculum map includes each song or piece of music to be studied in each unit for each year group.

Each of the six units in every year group couples a Musical Spotlight with an inquiry into a broad Social Theme.

Broader Social Theme Description	Examples of Related Themes
1. Music Is a Peacebuilder and Friendmaker	Diplomacy Kindness Responsibility Charity
2. Music Is a Storyteller and Time Traveller	History Entertainment
3. Music Is a Changemaker	Social justice
4. Music Is a Builder of Community and Guardian of Cultural Identity	Culture
5. Music Is a Friend, Guide and Support	Personal Psychological Moral
6. Music Is a Nature Lover and Guardian of the Earth	Environmental

2. Implementation

At Iver Heath Junior School we deliver music in a way that engages our pupils and makes them want to achieve. We want all pupils to feel safe and encouraged to learn in an enjoyable, active and self-motivated way. Our aim is to develop children's skills and knowledge so that they are well prepared for the next stage of their education and ultimately for their adult life and future employment.

The specialist music teacher creates a positive attitude to music learning within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards in music. Our whole school approach to the teaching and learning of music involves the following;

- Music is taught weekly for one hour by a specialist music teacher.
- The Charanga Model Music Curriculum, designed specifically for the teaching of music in primary schools, is the scheme of work used to inform lesson content, provide specialist vocabulary, key knowledge and produce inclusive lessons for all children to access in a fun and engaging way.
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- The Model Music Curriculum follows a scaffolded, spiral approach to musical learning which responds to the national requirements for musical education.
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- Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them.
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- Learning is consolidated and augmented, allowing for increasing musical confidence, while constantly being gently challenged to go further.
- Music lessons are broken down into half-termly units and an emphasis is placed on a rich musical vocabulary environment which encourages children to talk about pieces of music using the correct musical terminology.
- The academic year is divided into six units, each corresponding with one of the six recurring Social Themes (see table above).
- Each unit is structured into six steps:
 - The first step of each unit introduces that unit's focus in terms of content, skills and knowledge
 - The middle steps develop and deepen understanding
 - The final sixth step assesses the learning through exciting performances and activities.
- At the centre of each step - each lesson - is a song around which the musical learning is centred.
- Music lessons are based in either the classroom or the music room.
- Classroom based lessons will include listening and appraising, learning of the interrelated dimensions of music, writing – using staff notation, singing and voice activities and research into the great composers.
- Lessons based in the music room will include playing instruments, improvisation/composition and performing.
- Every child has access to a Model Music Curriculum knowledge organiser.
- Whole class teaching of an instrument
- Children will learn that one way of writing music down is through Western notation.
- Through engaging and exciting activities, the children will learn the following related to staff notation:
 - The interrelated dimensions of music. E.g. pulse, tempo, rhythm
 - The names of the notes from the musical alphabet and clefs.
 - Duration of notes and their corresponding rests.
 - Major key signatures up to four sharps and four flats along with the first four relative minor keys.
 - Scales relating to these keys.
 - Simple time signatures: 2/4, 3/4 and 4/4.
 - Dynamic range including sudden or gradual changes in volume.
 - Chords: Major and minor triads up to two sharps and one flat.

Support and Scaffolding

The Charanga Model Music Curriculum offers opportunity to cater for the different needs of each pupil. With the supporting materials within the scheme, the specialist music teacher is able to deliver any Charanga music lesson in a way that caters appropriately for the diversity in the classroom.

- Open ended and varied nature in which the way the Social Themes are approached.

- Spiral and holistic nature of the musical learning over time.
- Multiple parts to choose from in the vocal and instrumental learning, depending on aptitude and preference.
- Regular - yet guided - opportunities to improvise and to create as individuals.
- A diversity and open-endedness in styles of music studied and considered, to cater for different social, economic, ethnic and cultural backgrounds and preferences, in the hope that no musical learner feels excluded and that all musical preferences are seen as equal in the classroom.

Playing and learning about music in a group can often give each individual the choice of how and how much they participate. The world of music, can be thought of as a collection of many different disciplines, skills and activities and therefore allows for a whole range of avenues for learning and performance. There is quite literally room for everyone in the world of music, and therefore in the classroom, too.

3. Impact

Through the successful approach to the fun, engaging and high-quality music education at Iver Heath Junior School, our children will achieve their full potential and marvel at how music emulates throughout every aspect of our daily lives. Children will gain an understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of musical genres.

The children will be able to recall the rich learning experiences they have been provided with and know that each new taught concept provides a new, or builds on an existing, learning block. As a result, pupils are not only empowered to be the best musicians they can be - and lifelong learners and lovers of music - but that they are also given the keys to unlocking some of music's other mysteries, thereby helping them gain a better understanding of themselves, their communities and what it means to be human today.

We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

After their time at Iver Heath Junior School, children will leave us ready and well prepared for their music secondary education and ultimately for their adult life and future employment.

4. Statutory requirements

Music as a statutory subject is expected to be taught to and experienced by all children in Key Stages 1, Key Stage 2 and Key Stage 3. The programmes of study set out the minimum requirements for music as a starting point for schools developing innovative provision to meet the needs of their pupils.

www.gov.uk/government/publications/teaching-music-in-schools

The 2021 Model Music Curriculum (MMC) sits at the heart of the Government's agenda for supporting curriculum music in schools during Key Stages 1, 2 and 3. The

curriculum development has been teacher led, with input from leading musicians and education sector bodies.

The MMC is a non-statutory resource that provides a practical framework through which the statutory requirements of the curriculum can be met. By setting out a model of how the curriculum can be delivered, it offers guidance and ideas for teachers, and provides a springboard from which to approach teaching.

5. Roles and Responsibilities

5.1 The governing body

The governing body has delegated the approval of this policy to the Teaching and Learning Committee.

5.2 The headteacher

The headteacher is responsible for ensuring that music is taught consistently across the school.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

5.3 Music Co-ordinator/specialist teacher

The music co-ordinator/specialist teacher will

- Ensure all music curriculum documents are accurate, up to date and in line with the whole school's curriculum.
- Monitor that all music objectives are accurately mapped and taught in line with the expected delivery of the curriculum.
- To gather learning samples and/or data related to music and share this with SLT.
- To enhance and champion music within the school to allow children a rich experience when learning music.
- To undertake relevant CPD and enhance their own learning around music.
- Ensure a high quality display is made available within the school when required.
- Delivering regular music lessons
- Modelling positive attitudes to music.
- Responding to the needs of individual pupils.
- Monitoring progress.

5.4 Staff

All staff are responsible for:

- Modelling positive attitudes to music.

5.5 Pupils

Pupils are expected to engage fully in music lessons.

6. Inclusion

Pupils with learning difficulties will be supported by the class teacher and a learning support assistant where appropriate. Learning will be scaffolded by task and include challenge for all. Teachers will seek innovative ways to support less able learners.

7. Assessment

Because children display ability in music in a range of ways, the assessment follows a variety of different methods. The teacher will informally assess throughout any creation or rehearsal process, giving oral feedback, and instant methods of ways to improve. Children are also assessed individually when performing, as ensemble playing is evidence of achievement. The evidence is in the critical listening of each child, and the audience. Children are encouraged to make judgements about how they may improve their learning.

8. Resources

At IHJS, we have a music room with access to a range of tuned and un-tuned percussion instruments. The online platform *Charanga* is used to implement the teaching of music. Additional learning resources, such as books, knowledge organisers, word mats and posters, are also kept in the music room.

9. Equal Opportunities

The music curriculum takes into account issues of difference: gender, race, ethnicity and class. Music from across cultures is taught, listened to and dissected. The curriculum provides space to play different styles and genres of music.

10. Instrumental Lessons

African drumming and choir is offered as an after school club. Rock steady is open to all children during lesson time. This is a 30-minute session once a week, where children can choose to learn to play either drums, bass guitar, lead guitar, keyboard or vocals.

11. Parental Involvement

Parents are invited and encouraged to attend a variety of concerts and performances throughout their child's time at IHJS

Part B: Co-curricular music

- Extracurricular musical activities and lessons are offered to all children, these include:
 - Choir
 - African drumming
 - Instrumental tuition - Rock Steady – which includes the teaching of drums, bass guitar, lead guitar, keyboard and vocals
- African drumming and choir are offered as an after-school club.
- Rock Steady is open to all children during lesson time. This is a 30-minute session once a week, where children can choose to learn to play either drums, bass guitar, lead guitar, keyboard or vocals.

Part C: Musical experiences

At IHJS, we provide a range of performance opportunities for children in all year groups. These include:

- Harvest festival
- Remembrance Day
- IHJS carol concert
- A range of choir performances in external settings (including Pinewood Studios, Flowerland and Tesco)
- African drumming performances – assemblies, school fayre
- Class assemblies
- Regular singing assemblies
- Year 3 production
- Year 4 Christmas Production
- Year 5 production
- Year 6 leavers' assembly

In the future

At IHJS music will be continued to be taught by a music specialist, every week for one hour. Opportunities to learn an instrument or take part in a vocal ensemble in an after-school club will be offered weekly throughout the school year.

Whole class teaching of Djembe (African drumming) will also be taught during the music lesson.

Every year group will have the opportunity to perform once a year in a production at which parents and carers are able to attend free of charge.

Each week we will continue to carry out a whole school singing assembly where children will learn songs to enhance special moments in the school calendar – Harvest Festival, Remembrance, Christmas Carol Concert and end of year celebrations.