

<b>Music development plan summary: Violet Way Academy Overview Detail</b>	<b>Information</b>
Academic year that this summary covers	2024-2025
Date this summary was published	2024
Date this summary will be reviewed	Sept 2025
Name of the school music lead	Rebecca Harris/Natalie Nicholson
Name of school leadership team member with responsibility for music (if different)	Rebecca Harris
Name of local music hub	Staffordshire
Name of other music education organisation(s) (if partnership in place)	RockIt Entrust

## 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.

<p>As a School we use RockIt (<a href="https://rockitmusicprojects.org.uk/">https://rockitmusicprojects.org.uk/</a>) to help us support the teaching. Appendix A shows their development. We also work with Entrust to teach 1;1 and small group instrument lessons.</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. The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. 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. We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-</li> </ul>
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tuned instruments, improvising and composing music, and listening and responding to music.

Music at Violet way has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in infant school.
- Increasing depth: Each time a skill or area of knowledge is revisited it is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again. Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities. Pupils are taught musical notation and how to compose music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

At Violet Way, through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school. Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school.

Lessons are scheduled and conducted throughout a day in school for 30 minutes through RockIt, we also then encourage different musical genres to be used during assemblies and focus learning time eg jazz, Rock, musical. As well as after school opportunities and productions for all three year groups throughout the year. Entrust also come in and give opportunities for pupils to have keyboard or recorder lessons.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music

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.

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).

Adaptation - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Use of class teacher and TA in class with music lead.
  - Setting open-ended tasks which could have a variety of responses;
  - Setting tasks of increasing difficulty (not all children complete all tasks);
  - Grouping children by ability in the room and setting different tasks to each ability group;
  - Providing resources depending on the ability of the child;
  - Using classroom assistants to support the work of individuals or groups of children
- SEND - 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.

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.

Teachers collaborate with the music teacher to ensure they know the progress of each child and assessment points to reflect on Assessment notebook.

Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes.

Assessments are used diagnostically to evaluate learning and inform teaching by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to ensure future provision and school development. At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report.

## 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.

As well as the specialised whole school teaching Rockit, we also embrace Music throughout the pupils experiences in Violet Way.

Entrust support small group lessons on keyboard and/or recorder lessons that Parents can opt in for, this can be fully funded or supported where needed.

RockIt run an optional Lunchtime choir for pupils who wish to explore more singing. They also regularly perform in assemblies.

Each year group runs a singing Assembly.

All year groups conduct a regular number of performances, whether through assemblies, year 2 production, a nativity, music workshop or sing along.

During our Music performance we show the build of music learning throughout the year where all pupils are playing the keyboard and/or steel drum.

## 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.

In addition to planned curriculum time for music, children have additional musical experiences, sometimes the whole school together, other times individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Across both key stages, children have a range of opportunities to experience live musical theatre performances courtesy of local High schools, pantomime shows, Christmas plays and nativities, choir singing to a nearby nursing home, Music show in year 1, year 2 performances, watching junior sites shows.

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

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations. 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 through specialist tuition.

Parents and carers actively support music making, through attending events and through home learning.

## In the future

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

- Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; continue to push and track pupils taking up music offer, review budget and ensure equality of provision for children who cannot afford to access paid-for provision.
- CPD and capacity planning – ensuring that teachers have a good skill in delivering National Curriculum.
- Links with external music organisations and both local High schools – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert.
- Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend and advertise local singing/choir/performance groups
- Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary school for transition.
- Additional funding researched – proactively try to find additional funding for music (e.g. PTA; local charities; fundraising in school from performances etc.)

# ROCK IT! Music Projects Ltd

Making Music - Having Fun

[www.rockitmusicprojects.org.uk](http://www.rockitmusicprojects.org.uk)

## Music Development Plan:

Rock It Music Projects Ltd already cover each and every topic in the National Curriculum for Music (see music skills progression)

As a by-product of Rock It lessons on a range of instruments from around the world, schools have ready-made bands and choirs, available and prepared to perform at outside and community functions. These include: Keyboard Orchestra, Ukulele Group, Djembe Band and Steel band.

- In 2024-25, our key stage 1 and 2 students will enjoy music lessons with a member of the Rock It team. Should the lessons last less than one hour, the class teacher will liaise with the music specialist in delivering supplementary classroom-based lessons, focusing on history, listening and theory/notation.
- Rock It lessons take place across a wide range of instruments during the academic year. These include keyboard, drum kit, glockenspiel, steel drum, ukulele as standard, with options for extra sessions on tongue drums and African djembe.
- Singing is an integral part of classroom-based music. Children will sing in *every* lesson delivered by our visiting music specialist.
- As a result of class singing and through coordinated efforts in terms of repertoire, the school will develop a choir, capable of performing at special events and ending termly concerts with a mass choir item.
- An after-school music club will offer unique musical experiences to our children. The range of instruments will still be varied and wide, but students will have the opportunity to specialise and further their studies on an instrument of their choice.
- During the next academic year, small group instrumental lessons will be offered to students in key stages 1 and 2. Initially, these lessons will be offered on rhythm section instruments (keyboard, piano, guitar, drums), but with a view to reviewing the success of the initiative and offering other instruments at a later date (flute. Clarinet).
- Instruments may be taken home to facilitate practise. Children receiving small group instrumental lessons will also be allowed practise time in school and break and lunch times. There is an instrument loan scheme in place for children taking part in small group music tuition (in some cases, instruments are provided and no extra cost).
- Concerts will take place in school at the end of every term. These will be led by RMP Ltd staff and may take various forms, from a formal concert to parents, to impromptu performances on steel drums at the school gates. Performance opportunities will be embraced and encouraged at every opportunity, including those in the wider community and for celebrations throughout the year.

- Rock It Music Projects Ltd offer a 'live' music experience entirely free of charge. This takes the form of an interactive assembly. Children will benefit from seeing and hearing professional musicians demonstrating their skills and encouraging audience participation. This will happen each and every academic year.
- At the end of the academic year, children will have the opportunity to take an externally assessed ensemble examination. This will be administered by MUSXCEL UCS. An examiner will visit school and assess the musical performance of the children across a range of six levels, ranging from Step 1 to Level 4. These levels are based on standards published in the National Qualification Framework, with all children receiving an individual certificate to celebrate and recognise their achievement.

### **MUSICAL EXPERIENCES**

- The school steel band and choir will endeavour to take part in local carnivals and celebration events throughout the year. We also offer our band and choir to local care homes and societies, and are happy to collaborate with other groups in performing together.
- In partnership with Rock It Music, we will be holding a celebration festival day in summer 2025. We will have four performing arts areas around our field. Students from our school, along with those from other local schools, will take part in music and dance workshops.