

Unicorn Primary Music Development Plan

How does your provision ensure every aspiring musician in your school can access the high-quality opportunities they need?

<p>Vision and Intent</p>	<p>At Unicorn Primary School, we strive for all our pupils to develop a love, appreciation and passion of music, in a school with a musical atmosphere through a wide range of quality musical experiences which engage and inspire them. Music offers a range of important skills e.g. creative, collaborative, celebration and challenge. We intend to provide high quality music provision that is accessible for all. We recognise the mental health benefits that music has on our children and music allows children to express themselves in different ways.</p> <p>Children will follow the suggested approaches from the Model Music Curriculum and keep building on the skills outlined in the document e.g. singing, listening, composing, performance/ instrumental.</p>			
<p>What do we include in our provision at Unicorn?</p> <p>In the classroom</p> <p>Beyond the classroom</p>	<p>Our plan for delivering high-quality music education and supporting children’s progress</p>			
		<p><i>Where are we now?</i></p>		<p><i>What will we do next?</i></p>
	<p>Curriculum (setting the foundation)</p> <p>High quality music provision</p>	<p>High-quality weekly music lessons</p>	<p>We have implemented a scheme called ‘Sing Up’ to deliver of high-quality music activity across Reception to Year 6. The scheme implements progression of the skills, knowledge and understanding at each stage of learning. The scheme underpins the</p>	<p>Continue to develop planning to suit needs of pupils.</p> <p>Use pupil voice opportunities to enhance planning.</p> <p>Develop EY practice to include musical questioning.</p>

			<p>EYFS curriculum and National Curriculum expectations and suggested approaches of the Model Music Curriculum.</p> <p>The planning is detailed with long term and lesson-by-lesson planning with classroom friendly resources such as PowerPoint presentations and other interactive resources. Sing Up is accessible for all teachers whether they have musical knowledge or not.</p> <p>Music is inclusive for all learners.</p> <p>Music is taught consistently for every year group every week across the year and is within every timetable.</p> <p>In EYFS, music is an important part of the EYFS curriculum as it supports all areas of</p>	<p>Increase use of recordings for reflection and self-evaluation.</p> <p>Create, share and embed list of questions to use for reflecting critically on learning. As outlined on medium term planning.</p>
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learning. Making music collaboratively can be a social experience. All vocal communication consists of musical elements such as rhythm, pitch and timbre. Each week there is a focused taught music session delivered by the class teacher.

KS1 music builds on the skills developed from EYFS. There is a lot of repetition to help consolidate learning and gain confidence in their musical potential. The MMC states that singing should be at the heart of KS1 implementing opportunities to sing, chant and listen throughout their music lessons. Sing up planning reflects the MMC by giving the children lots of opportunities to sing. KS2 music continues to

build learning from KS1 and we recognise the importance of how Year 3-6 can be critical in terms of musical pedagogy as well as their transition to KS3.

Pupils develop their singing skills as well as developing other areas of music such as the opportunity to learn a musical instrument e.g. recorder and glockenspiels. Children also get to continue to develop a passion for music by gaining confidence to be creative musicians as well as establishing musical taste and aural skills. There is also lots of opportunities to reflect on prior learning. Children get the exposure to musical notation and begin to understand how to read a graphic score and notation.

			All children get the chance to perform at least once a term this is through whole class performances that are recorded on the IPAD or through class assemblies.	
		Vocal provision -	Implemented through weekly music lessons. KS1 and 2 Choir for a term (Autumn or Spring)	Provide weekly singing assemblies across the school.
		Listening Curriculum – Co-curricular?		
		Performance opportunities	Music outcomes are often shared and performed either live to parents, SLT, other pupils. Music/Drama performances – EY Christmas Nativity for Families, Y1/2 - Christmas nativity to parents, Y 3-6 Christmas Carol Concert Y6 Leavers production. Year 2-6 Annual Music Concert in	

		<p>Spring/Summer term.</p> <p>Young Voices – performances throughout the year e.g. singing with local care home, performing at Christmas and Summer Fairs, and performing at O2 in largest children’s choir.</p>	
	Music Cupboard resources	High quality instruments (tuned and untuned) displayed with names and images to support knowledge for children and staff. Enough resources for children to make own choices for sound and play own tuned instruments to develop skills.	<p>Continue to audit the cupboard and restock if required.</p> <p>Check EYFS instruments and replenish.</p>
	Communicating with parents	Opportunities for parents to attend class assemblies.	Sharing musical learning on Seesaw?
	Annual action plan	Each year areas identified to move music on and maintain high priority.	See in subject leader folder online.
Co-curricular	Instrumental learning	Individual instrumental lessons for all	Continue to signpost ensemble

	<p>Beyond the classroom</p>		<p>children who wish to continue. Taught by specialist teachers through Bromley Youth Music Trust.</p> <p>Performance opportunities – Assemblies Summer Concert</p>	<p>opportunities outside school community.</p>	
		<p>Vocal</p>		<p>KS1 choir – before school choir for children in Y1, Y2. Inclusive and open to all.</p> <p>Young Voices/KS2 Choir – before school choir for children in Y4, Y5 & Y6. Inclusive and open to all.</p>	
		<p>Progression strategy</p>		<p>Sing Up Music includes ‘progression snapshots’ for each year group from Year 1-6. One song is taught in Term 1 revisited and developed in Term 2 and 3 as well as skills and progression document across EYFS-Year 6.</p>	

		<p>Video evidence to show evidence of progressing. This helps teachers to monitor progress.</p> <p>Instrumental learning inclusive for ALL pupils. Adaptions made where needed.</p>	
Enrichment	Live performances	<p>Cultural capital experienced through:</p> <p>Hearing live music in Concert Halls: Y6 attend LPGS annual musical performance at LPSB.</p> <p>Years 3-6 perform in local church at Christmas – all to share in.</p> <p>Access to online pantomime.</p> <p>Continue strong working relationship with Bromley Youth Music Trust.</p>	
	Career pathways	<p>Continue to identify music careers through learning in classroom and</p>	

		external experiences. Signpost parents to opportunities outside of school.	
Leadership		<i>Where are we now?</i>	<i>What will we do next?</i>
	Headteacher (VE)	Supportive head teacher who believes in power and value of music education.	Continue to work together to make decisions about effective music teaching.
	Subject Leader (CL)	Experienced subject leader and music specialist. Access to CPD throughout the year: Bromley Youth Music Trust and National College online courses. Support other schools in trust with musical thinking and training for their teachers.	
	Teachers	Supportive teachers who understand and believe in the importance of music. Inquisitive and always ask for support in ensure the best for their pupils.	Continue with CPD training.
Communities & Partnership		<i>Where are we now?</i>	<i>What will we do next?</i>
		<p>Bromley Youth Music Trust – very strong working relationship for many years. Take advantage of free opportunities and work together.</p> <p>School community – support musical events.</p> <p>Continue to work closely with schools across CAT and schools in MAT from September 2024.</p>	<p>Maintain relationship with BYMT.</p> <p>Find opportunities to perform within the community, invite community</p>

PTA – supportive of events, providing some funding towards travel.

members in to perform to our children.

Continue to signpost external family events to support parents with musical learning.