Music development plan summary: Branston C of E Infant Academy

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	1.10.25
Date this summary will be reviewed	1.10.26
Name of the school music lead	Rachel Shirra
Name of local music hub	Lincolnshire Music Service

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. **Our school music vision statement: We inspire and develop musicality in our pupils. We understand the importance of music and offer a comprehensive and exciting music curriculum for all pupils.**

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.

As soon as children start school, they begin to explore and make music. In EYFS children listen to nursery rhymes daily and will learn to sing along to these. Music is incorporated consistently into daily routines and is used to enhance teaching of the core curriculum in addition to being taught as a stand-alone subject. EYFS is where we start our integrated approach to musical learning, laying down the foundations for KS1. Adult led music lessons are taught by following a Charanga scheme of learning. Children also have access to instruments both in the outdoor and classroom provision.

In KS1, children have one hour of timetabled high-quality music curriculum provision each week. We believe that children need four key elements of substantive knowledge to succeed in music, which can be broadly categorised into: musicianship, composing, singing, and listening. Our KS1 curriculum, which follows Charanga's scheme for the Model Music Curriculum, is designed to teach each of these and follows a differentiated, spiral approach to musical learning. Within each unit of learning, children revisit existing knowledge and skills and then build upon these. The clearly sequenced

lessons support the key areas of the Model Music Curriculum; Listening, Singing, Playing, Composing and Performing. As lessons progress, the key learning is repeated, musical skills are reinforced, and the learning deepens. Each unit celebrates a wide range of musical styles and children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding. Alongside this substantive knowledge, children need the disciplinary knowledge to understand how musicians read, play, perform and most importantly enjoy music. As they progress through KS1, these skills develop, to allow children to form their own ideas, opinions, and creativity as musicians.

In Year 1 children will learn to play a glockenspiel, whilst in Year 2 children will learn to use recorders.

Part B: Extra-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.

At Branston C of E Infant Academy, we also promote the enjoyment of music through our school choir, school band, regular singing practice, and other extra-curricular opportunities. The school choir and band are made up of children from EYFS and KS1, and they get together once a week to rehearse. As well as termly performances, this year our school choir has performed to parents at school, sang Christmas carols at Lincoln Cathedral, as well as performed at the Theatre Royal for Singsation.

We also have weekly whole school choral worships and use iSingPOP to support learning of songs and music appreciation. Children have a wide variety of experience of performances, along with the chance to listen to performances that inspire them. In ‘iSingPop’ assemblies, children learn a themed song eg. thankfulness

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.

At Branston C of E Infant Academy, it is our intent that we make music an enjoyable learning experience, and we encourage our children to participate in a variety of musical experiences. Throughout the week the children sing in assemblies. We welcome opportunities to host local schools and to perform and music specialists to provide engaging workshop opportunities for the children to be involved in.

Each term the children have opportunities to perform and grow in musicality:
Term 1: Harvest Festival performance in church to other classes and parents

Term 2: Christmas Plays and choir to sing to in ‘Mince Pies and music’ event

Terms 3-6: End of term class performance in assemblies, showcasing Charanga musical learning or iSingPop worship song.

This helps the children to build confidence and musical togetherness throughout the year.

In the future

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

The improvements I plan to make for subsequent years in curriculum music, co-curricular music or musical experiences are:

- To continue to ensure that opportunities within the school music curriculum are aligned with the expectations of the National plan for music. To audit where we are as a school and where we can further develop our music offering.
- Improve teachers' music pedagogical understanding of music development so that the curriculum is stronger.
- To introduce effective assessment tracking to identify those who need additional support and/or encouragement to engage and to help inspire those who we have seen to have strong talent or keen musicality. To consider use of and implement LMS assessment tracker in KS1.
- Provide opportunities to enjoy live performance and class ensembles.
- Introduce one-to-one tuition for pupils, considering what instruments are offered, charging and remissions information, including subsidizing pupil premium. Consider when and where in the school this might be possible.
- To develop home-school music links, making parents aware of music opportunities at school and in the local community.

Further information (optional)

Link to local music hub partner: https://lincsmusicservice.org/