

Croftway Music Development Plan

School: Croftway Academy
Trust/local authority: Wise Academies
Local music hub: Northumberland
Music lead: Collette Brady
Headteacher: Louise Sanderson
Date written: September 2024
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1 – Overall objective

The Music curriculum at Croftway is designed to allow all children to sing, play, listen, appreciate, compose, perform and evaluate. These core strategies are embedded in weekly lessons, as well as Music assemblies every Monday and through learning a new instrument. Within the classroom, throughout school, children are learning to play a range of instruments from Recorder, to Glockenspiels, to Ukuleles. Whilst learning to play instruments, children will understand how to read basic music notation, increasing in complexity. 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.

- To ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of composers and musicians.
- To develop children's singing through learning to sing by using their voices expressively.
- To ensure all children create and compose music on their own and with others.
- To ensure all children have the opportunity to learn a musical instrument, use technology appropriately

	<p>and have the opportunity to progress to the next level of musical excellence. To ensure all children create and compose music on their own and with others.</p> <ul style="list-style-type: none"> • To develop children’s understanding of how music is created, produced and communicated, through the understanding of pitch,duration, dynamics, tempo,timbre, texture, structure and appropriate musical notations, <p>To ensure all children are exposed to a wide range of high-quality music from different traditions and from great composers and musicians to help develop their understanding of Music.</p>
<p>2 – Key components</p>	<p>Through the teaching of the music curriculum, in Key Stage One children will:</p> <ul style="list-style-type: none"> -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and untuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music through Musical Mornings. -experiment with, create, select and combine sounds using the interrelated dimensions of music. <p>In Key Stage Two children will:</p> <ul style="list-style-type: none"> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music, through Musical Mornings. <p>Outside of the music lesson, children will perform, using their voices, with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> - school based choir lead by a specialist singer -external singing lessons supported by Northumberland

<p>3 – Classroom instrumental teaching</p> <p>External instrumental tuition</p>	<p>Instruments are introduced early in the children’s music journey. EYFS use musical instruments through play and then in taught lessons. This continues into Year 1 through instruments in the Charanga sessions. From yr. 2 children get explicit instrument training through an external provider. This covers violin and ukulele, and the children can build on their skills each year.</p> <p>Outside of the music lesson, Key Stage Two children will have the opportunity to learn, play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression through music tuition provided through Music Partnership North.</p>
<p>4 – Implementation of key components</p>	<p>A detailed Long Term Plan for music has been developed across the school. https://docs.google.com/document/d/1fDH-D0pzE75WcQTvkqPzJeZy0q0U-cDYCCXQAIR-9sw/edit</p>
<p>5 – Communication activities</p>	<p>Music at Croftway is on the school website https://croftway.wiseacademies.co.uk/statutory-information/our-curriculum/music/</p> <p>This sets out Intent, implementation and impact and curriculum coverage.</p> <ul style="list-style-type: none"> - Parents are kept up to date with news by: - Facebook/twitter updates. - Monthly school newsletter - Visits into school to share with learning and learning outcomes. - Performances in assembly and select shows (Graduation, Nativity, Harvest, Leavers) - Invitations to join us at church celebrations and experience the singing of our children. - Sharing with the wider community - school choir visits to local care homes, Blyth Valley Disabled Forum parties throughout the seasons and shops. - Invitations to Christmas Carol performance done in Key Stage phases.
<p>6 – Evaluation process for the success of the Music Development Plan</p>	<p>The music development plan now runs alongside the self-assessment and music action plan.</p>

7 – Transition work with local secondary schools	Transition meetings take place with local comprehensive schools that our pupils attend. Their music attainment is passed on and discussed. Any children who take lessons outside of class, are encouraged to continue this in their new school.
8 – Budget materials and staffing	<p>Our PPA teachers teach music at Croftway for all year groups, which allows them to observe the progression designed in the music curriculum throughout the school.</p> <p>Instruments are taught by Music Partnership North external tutors with each year group learning the keyboard for a half term throughout the year. These tutors are skilled and able to build on skills each lesson.</p> <p>Other opportunities to learn a musical instrument outside of music lessons are offered through tutors offering woodwind tuition and further keyboard tuition. Parents are asked to pay the fees for this but costs are kept to a minimum with children learning the instruments in groups of 3- 4 pupils.</p>
9 – Pupil Premium and SEND provision	All children are able to access the music curriculum. Children with SEND attend class music lessons and have differentiated tasks suitable to their needs as well as adult or peer support. Many children with SEND, notably those with learning or behavioural difficulties, can be very responsive to Music and it allows them a language through which to make sense of their emotions.

The Music Development plan is written to reflect the Music Curriculum at Croftway. Our Music Self-Assessment has also been an integral part of the formation of the plan.

Our aim is to ultimately have everything in section 3 and green.

Strongly established **Developing** **More focus required**

Area	Category	Description	Comments
Curriculum	Timetable	1. Not all classes receive a regular music lesson each week	
		2. There is a regular timetabled curriculum music lesson for all children but not a full	

		hour each week when combined with other provision	
		3. There are regular timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include singing assemblies etc)	One and a half hours per fortnight is timetabled. 10 minutes per day 'Musical Mornings' 15 minutes per week singing assembly
Curriculum Design		1. Musical activity takes place in some or all classes but not necessarily tied to a formal school-wide curriculum	
		2. There is a whole school curriculum in place for music which covers all parts of the National Curriculum	
		3. There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Additional aspects are embedded into the planning such as whole class instrumental music, school performances and special musical events	Provide further school performances and special music events.
Assessment		1. We have limited capacity and/or expertise for assessing musical progress	
		2. Class teachers record progress using video/audio recordings or written notes	Staff have begun to use video recordings to evidence progress and content. End point documents are used to record as a form of written notes, as well as floorbooks

			to show progress and curriculum coverage. Closure monitoring of video and end points required
		3. Progress is clearly recorded using video/audio or written notes and the music lead works closely with class teachers to monitor and support this process. There are opportunities for pupils to self and peer assess their work planned into lessons	
Quality of teaching		1. It is uncertain whether all teachers are teaching music to a good standard each week	
		2. Music teaching is generally of a good standard, but there is still a need for further CPD and support in some areas	Music lessons are taught by PPA teachers. One of these teachers has more experience of playing musical instruments and has more knowledge than their PPA partner. Some further CPD is needed to develop confidence and skills, especially in playing instruments, understanding all vocabulary being taught and in following / teaching simple notes on a staff.
		3. Music teaching is consistently good quality throughout school and is monitored and supported well over the year	
Whole class instrumental	Whole class	1. No whole class instrumental provision is currently in place	

provision		2. Children learn to play an instrument as part of whole class learning during their time in school	Look into opportunities to offer more whole class instrumental provision. KS1
		3. Whole class learning is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and quality of delivery is consistently good.	
	Duration	1. Children are given a 'taster' one or more instruments in whole class lessons which is less than one year in duration	
		2. Children are given the opportunity to learn a specific instrument for at least half a term.	We are looking at Keyboard tuition for all children in KS2 for at least half a term. Percussion in KS1?
		3. Children are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others. Some children choose to carry on with that instrument (or a related instrument) at the end of the year	
	Singing	School / KS / Year group singing	1. Children only occasionally sing together as part of a larger group, maybe tied to performances or calendar events.

		2. Children sing together all or most weeks as part of a singing assembly or similar	Singing assemblies take place weekly in Key Stages. Singing is an integral part of curriculum lessons but teachers are not confident in their skills in delivering and modelling singing to children.
		3. Regular singing assemblies are led by a specialist. Singing is an important and integral part of curriculum lessons, delivered by confident teachers skilled in delivering healthy singing.	
		Choirs	1. There are currently no school choirs taking place regularly
		2. There is at least one school choir which meets regularly led by a skilled teacher	
		3. There are one or more school choirs, led by skilled singing leaders which have opportunities to perform regularly and/or take part in wider community events	After school choir club takes place every week throughout the year and is open to all children in Years 3 - 6. There are opportunities to perform at various events in the community as well as for parents throughout the year. The choir has also attended the Big Gig in Newcastle with 1500 other pupils and hopes to do this again this year, as well as enter a choir competition.
	Instrumental and	Tuition	1. There are limited or no opportunities for

vocal Lessons		children to learn to play an instrument in school	
		2. Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments	Opportunities to play instruments, e.g. Claves, Tambour and Indian bells in KS1, Glockenspiels in Y3 and Y4, etc. However this is not from a professional tutor or through skilled, confident staff experienced in playing these instruments.
		3. There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision	
	Whole class follow on	1. There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	This needs to begin this year so that there is the opportunity for children to continue to learn an instrument started in whole class teaching.
		2. There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished	
		3. There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good	

		number of children choose to do this	
	Ensembles	1. There are currently no instrumental ensembles in school or only very occasional ensemble playing opportunities	There are keyboard lessons happening weekly in school, but as yet, there have been no opportunities to perform as an ensemble due to pupils developing skills. This is to be looked at and discussed with the Music Partnership North Tutor.
		2. Children learning some instruments have the chance to play in a school ensemble which rehearses regularly	
		3. A child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group. Routes of progression for children including music centres and CLYM are signposted as appropriate	
Inclusion	Inclusion	1. There are no provisions in place to support less affluent families. There is little adaptation in music lessons for children with additional needs or varying ability	

		<p>2. School applies for LMEP bursaries or finds other ways to support children from low income backgrounds to learn an instrument. Curriculum and instrumental lessons are planned to cater for children with varying needs and ability. Pupils have opportunities to listen to and engage with music from different cultures, traditions and eras</p>	<p>All children are able to access the music curriculum. Children with SEND attend class music lessons and have differentiated tasks suitable to their needs as well as adult or peer support. Many children with SEND, notably those with learning or behavioural difficulties, can be very responsive to Music and it allows them a language through which to make sense of their emotions.</p>
		<p>3. All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to cover all needs and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras</p>	
Wider Involvement	CPD	<p>1. There is little capacity within school for the music lead or other staff to engage with music CPD</p>	
		<p>2. Music lead has occasional opportunities to access CPD, other staff only rarely</p>	
		<p>3. Music lead is able to access a higher level of music CPD and other staff in school are also accessing CPD or a higher level of</p>	

		support from the Music Lead or elsewhere	
Links with other schools	1. There are currently no musical links with other schools		This is to be explored with the Music Hub lead, Richard Johnstone.
	2. Some links are made with peer schools, other MAT schools, religious school networks or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared.		
	3. Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition.		
Live Music	1. There are currently no opportunities for children to experience and enjoy live music		
	2. There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians		
	3. All children have the opportunity to experience live music over the course of the school year.		Pupils have experienced various musical performance from Yamaha Music School, Angela Townsend (Instrument tutor), Live music performance from singer, Zak Hull and visiting choir performances (Sing Live). More performances for the year ahead need to be booked

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