

## Music Development Plan – Ashley Academy

**School:** Ashley Academy

**Trust/local authority:** Wise Academies

**Local music hub:** South Tyneside Council

**Music lead:** Holly Williams

**Music specialist (if applicable):** Alistair Storey


**Headteacher:** Tony Irvine

**Date written:** July 2024

**Review date:** July 2025

	<b>Music Development Plan</b>
<b>1 – Overall objective</b>	<p><i>The music curriculum at Ashley Academy 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 through learning a new instrument. Within the classroom, throughout school, children are learning to play a range of instruments from keyboard, to Glockenspiels, to garage band instruments. 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.</i></p> <ul style="list-style-type: none"> <li>● <i>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.</i></li> <li>● <i>To develop children’s singing through learning to sing by using their voices expressively.</i></li> <li>● <i>To ensure all children create and compose music on their own and with others.</i></li> <li>● <i>To ensure all children have the opportunity to learn a musical instrument, use technology appropriately 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.</i></li> <li>● <i>To develop children’s understanding of how music is created, produced and communicated, through the understanding of pitch,duration, dynamics, tempo,timbre,</i></li> </ul>



	<p><i>texture, structure and appropriate musical notations,</i></p> <p><i>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.</i></p>																												
<p><b>2 – Key components</b></p>	<p><i>In Key Stage One children will</i></p> <ul style="list-style-type: none"> <li>-use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>-play tuned and untuned instruments musically</li> <li>-listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>-experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul> <p><i>In Key Stage Two children will</i></p> <ul style="list-style-type: none"> <li>-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>-improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>-listen with attention to detail and recall sounds with increasing aural memory</li> <li>-use and understand staff and other musical notations</li> <li>-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.</li> </ul>																												
<p><b>3 – Classroom instrumental teaching</b></p>	<p><i>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. 4 children get explicit instrument training through an external provider. This covers keyboards, and the children can build on their skills each year. Children in Year 4 also have Garage Band tuition.</i></p>																												
<p><b>4 – Implementation of key components</b></p>	<p><i>A detailed LTP for music has been developed across the school.</i></p> <div style="text-align: center;">  <p><b>Curriculum Coverage - Long Term Plan</b></p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Autumn 1</th> <th>Autumn 2</th> <th>Spring 1</th> <th>Spring 2</th> <th>Summer 1</th> <th>Summer 2</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e0e0e0;">Nursery</td> <td colspan="2">Hearing and listening Environmental &amp; General Sound Discrimination</td> <td colspan="2">Vocalising and Singing Rhythm, Rhyme &amp; Voice Sounds</td> <td colspan="2">Exploring and Playing Alliteration, Oral Blending and Segmenting</td> </tr> <tr> <td></td> <td>Body Percussion Exploring Untuned Sounds Dynamics, pattern &amp; pitch</td> <td>Musical Instruments Tuned Instruments Dynamics, pattern &amp; pitch</td> <td>Rhythm &amp; Rhyme Rhythm, pulse &amp; beat</td> <td>Voice Sounds Pitch, tone, beat &amp; rhythm</td> <td>Alliteration Texture, timbre, structures Listening and appraising</td> <td>Oral Blending and Segmenting Melodic shape, structures.</td> </tr> <tr> <td style="background-color: #e0e0e0;">Reception</td> <td> <p>1. 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Year 1	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Skill: Pulse through Rap	Christmas Production: Listening, imitating and performing phrases and short songs.	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Skill: Rhythm through Rap	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Blues	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Skill: Various Musical Dimensions through Latin Bossa Nova	Consolidation - reviewing songs and musical activities, a context for the history of blues and the beginnings of the Language of Music
Year 2	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: South African Music	Christmas Production: Listening, imitating and performing phrases and short songs.	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Rock	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Reggae	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Videos around the theme of friendship	Consolidation - reviewing songs and musical activities, a context for the history of blues and the beginnings of the Language of Music
Year 3	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: R&B / Motown Let your spirit fly	Christmas Production: Listening, imitating and performing phrases and longer songs.	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Reggae Three little Birds The Dragon Song Around the World	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Disco	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Disco Bring Us Together Consolidation of gajaj/ Western classical	
Year 4	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Pop Garage band	Christmas Production: Listening, imitating and performing phrases and longer songs. Garage band	1 Learn to play 2 Musical Activities (incl Composition) 3 Performing Skill: Glockenspiel Stage 1 Garage band	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Rap Garage band	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Sockal Garage band	Consolidation - reviewing songs and musical activities, a context for the history of blues and the beginnings of the Language of Music
Year 5	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Classic Rock Small Gap Tuition - keyboard	Christmas Production: Listening, imitating and performing phrases and longer songs.	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Jazz Small Gap Tuition - keyboard	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Pop Small Gap Tuition - keyboard	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Hip Hop Small Gap Tuition - keyboard	Consolidation - reviewing songs and musical activities, a context for the history of blues and the beginnings of the Language of Music
Year 6	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Pop	Listening, imitating and performing phrases and shorter songs. VS Small Gap Tuition - keyboard	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Jazz	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Classical	1 Listen and Appraise 2 Musical Activities (incl Composition) 3 Performing Genre: Soft Rock	Leavers Assembly

As well as whole class recorder, Year 3 should aspire to take part in some of the activities from Charanga throughout the year to maintain continuity and progress.

## 5 – Communication activities

Music at Ashley is on the school website [Ashley Academy / Part of Wise Academies](https://www.ashleyacademy.co.uk/)

*This sets out Intent, implementation and impact and curriculum coverage.*

*Parents are kept up to date with daily news by:*

*Head Teacher's school newsletter*

*Visits into school to share with learning and learning outcomes.*

*Messages/Updates/Videos/Images via Seesaw/Facebook.*

## 6 – Evaluation process for the success of the Music Development Plan

*The music development plan will now be built into the action plan and reviewed on a termly basis.*

## 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.*



<b>8 – Budget materials and staffing</b>	<p><i>Class teachers teach their own Charanga music lessons. It is not included in PPA cover. Some teachers teach music more confidently than others. We have had CPD for Charanga which developed the school skill set.</i></p> <p><i>Instruments are taught by an external specialists from the LA who are skilled and able to build on the skills each lesson and into each year. I use the funding form the LA to fund these sessions. This budget is worked out every September so we can plan for lessons and also book events such as attending South Tyneside Music Festival (KS2) or having 'Drums' coming into school.</i></p>
<b>9 – Pupil Premium and SEND provision</b>	<p><i>All children in Ashley Academy receive music lessons. Those on PP have first chance at additional keyboard sessions within school.</i></p>
<b>10 – Summary Action Plan</b>	<p><i>Every year a Music action plan is developed and submitted to SLT. This is reviewed termly, and all actions are SMART.</i></p>