

Music Development Plan – Ashley Academy

School: Ashley Academy

Trust/local authority: Wise Academies

Local music hub: South Tyneside Council

Music lead: Zara McLaughlin

Music specialist (if applicable): Alistair Storey

Headteacher: Tony Irvine

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	Music Development Plan
1 – Overall objective	<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> <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> <i>To develop children's singing through learning to sing by using their voices expressively.</i> <i>To ensure all children create and compose music on their own and with others.</i> <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> <i>To develop children's understanding of how music is created, produced and communicated, through the understanding of pitch, duration, dynamics, tempo, timbre,</i>

	<i>texture, structure and appropriate musical notations,</i> • <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>
2 – Key components	<i>In Key Stage One children will</i> -<i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> -<i>play tuned and untuned instruments musically</i> -<i>listen with concentration and understanding to a range of high-quality live and recorded music</i> -<i>experiment with, create, select and combine sounds using the interrelated dimensions of music.</i> <i>In Key Stage Two children will</i> -<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> -<i>improvise and compose music for a range of purposes using the interrelated dimensions of music</i> -<i>listen with attention to detail and recall sounds with increasing aural memory</i> -<i>use and understand staff and other musical notations</i> -<i>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.</i>
3 – Classroom instrumental teaching	<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 Kapow 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.</i> <i>Every child will have the opportunity to learn a musical instrument (including keyboards, recorders, and glockenspiels) with a clear progression overview for each year group.</i>

4 – Implementation of key components

A detailed LTP for music has been developed across the school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
Year 1	Keeping the pulse (Theme: My favourite things)	Tempo (Theme: Snail and mouse)	Dynamics (Theme: Seaside)	Sound patterns (Theme: Fairytales)	Pitch (Theme: Superheroes)	Musical symbols (Theme: Under the sea)
Year 2	Call and response (Theme: Animals)	Instruments (Theme: Musical storytelling)	Singing (Theme: On this island)	Contrasting dynamics (Theme: Space)	Structure (Theme: Myths and legends)	Pitch (Theme: Musical me)
Year 3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: the Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)	Samba and carnival sounds and instruments (Theme: South America)	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
Year 6	Dynamics, pitch and texture (Theme: Coast)	Songs of World War 2	Film music	Theme and variations (Theme: Pop Art)	Baroque	Composing and performing a Leavers' song

5 – Communication activities

Music at Ashley is on the school website [Ashley Academy / Part of Wise Academies](#)

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	<i>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.</i>
8 – Budget materials and staffing	<i>Class teachers teach their own Kapow music lessons. It is not included in PPA cover. Some teachers teach music more confidently than others. We have had CPD for Kapow which developed the school skill set.</i> <i>We will also be working closely with the South Tyneside Music Hub and the Tees Valley Music Service and Tees Valley Music Hub</i> <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> <i>But using the musical progression overview, children will be exposed to different instruments each year.</i> <i>Funding comes from the main budget. 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 external visitors come into school.</i>
9 – Pupil Premium and SEND provision	<i>All children in Ashley Academy receive music lessons. Those on PP have first chance at additional keyboard sessions within school.</i> <i>Moving forward we look to increase our Extra Curricular opportunities which will allow for specialist teaching aimed at PP children.</i>

10 – Summary Action Plan	<i>Every year a Music action plan is developed and submitted to SLT. This is reviewed termly, and all actions are SMART.</i>
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