

Music Development Plan Summary:

Edge Hill Academy

Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	September 2024
Date this summary will be reviewed	July 2024
Name of the school music lead	Miss Jemma Butler
Name of local music hub	Entrust Music Service Staffordshire

This is a summary of how our school delivers music education to all our pupils across three areas - curriculum music, extra-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.

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.

Music at Edge Hill aims to stimulate both expression and creativity. Alongside being based on the National Curriculum, the teaching of music at Edge Hill is also based off the principles of the Model Music Curriculum (2021) to ensure a breadth of curriculum coverage. Our school uses the Kapow scheme as the basis for its curriculum planning, with adaptations having been made by the subject lead to adapt it making it more relevant to our school community. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school. Various other resources are available such as BBC Ten pieces to support our teaching of music. Our music planning is geared to three aspects of progress:

- Increasing breadth and range of musical experiences.
- Increasing challenge and difficulty in musical activities
- Increasing confidence, sensitivity and creativity in the children's music making.

Certain big concepts have also been interweaved throughout our curriculum to ensure a breadth of musical learning. These are labelled as our Substantive and Disciplinary concepts on our planning and elements of these are revisited within every lesson to ensure consistency of musical terminology for our children. We also have school wide actions to further embed the concepts making them more memorable and accessible allowing all pupils to achieve.

Key Concept:

Substantive: Duration, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation.

Disciplinary: Listening, Composing, Performing, Appreciation for the History of / different Genres of music.

At Edge Hill, music lessons are delivered by a class teacher on a weekly basis as part of a carousel process. The children currently receive a minimum of 45 minutes of music learning a week. They also take part in a weekly singing assembly lasting 30 minutes to further enhance their musical exposure. Staff are routinely supported by the school's music co-ordinator to ensure consistency and confidence. The importance of adaptive teaching is met by the provision of resource, task, support, and outcome through the delivery of the Kapow planning.

Music is valued as important by all members of staff and music radiates through many areas of school life. The contribution of our pupils and staff at Edge Hill to music have been recognised through the award of the Excellence in Music Provision Award awarded to us by the local music hub.

During music lessons, pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually. Groups are chosen (by the teacher or pupils) appropriate to the task set. Children have the opportunity to work in groups of both mixed and same gender and ability.

Pupils with special educational needs are able to develop confidence through the expression of their feelings in music, as it is a subject in which success does not depend on academic ability. Each lesson has recommendations for specifically tailored activities to suit the needs of each individual child.

Children who demonstrate a talent for music through musical skills beyond their age will be given extra challenges through adapted work, questioning and homework, and through extra-curricular activities and performing opportunities.

An example of how adaptive teaching is outlined on the MTPs for all teachers can be seen below:

Adaptive Teaching

LA / SEND: Should play the response part and keep it simple. When they are learning the whole tune, they can just play the first two lines if they are struggling.

MA: Should work alone and then play the response as well as the tune. If possible, get them to play the response in a different octave to their original tune.

Aims

Music at Edge Hill Academy aims to:

- Give every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions.
- Develop a child's understanding of music through these activities
- Help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- Develop social skills through co-operation with others in the shared experience of music making.
- Develop an understanding of musical traditions and enhance performance skills by learning and performing music in a variety of cultures.
- Give children the opportunity to perform music both vocally and with instruments.
- Encourage the children to explore a wide range of sounds.
- Give them the opportunity to compose music and express their ideas and feelings through music.
- Experience listening to music of a variety of styles and cultures.
- Develop a child's appreciation of the richness of our musical heritage.
- Provide an array of performance opportunities so children can feel part of a musical community.
- Encourage high standards in performance.
- Be motivated to enjoy and succeed in music.
- Encourage children to express ideas and opinions about music.
- Give each child the opportunity to develop their musical talents.
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others.

Principles of Learning

The following list of skills and attributes can be gained through participation in musical activities. It will be clear that these also contribute to the whole school curriculum.

- A sense of achievement - individual and collective
- Social skills such as co-operation, tolerance, self-confidence and perseverance
- Coordination of fingers, hands, arms, lips, cheek and facial muscles develops greatly
- Ability to use other languages to describe emotions (usually Italian words are used)
- Ability to read notation
- Listening skills
- Sensitivity to sounds
- Imagination and inventiveness
- Ability to analyse and solve problems
- Concern for accuracy
- Ability to memorise
- Develop attention to detail
- Communication skills, self-discipline and self-evaluation
- The illumination and extension of studies in other curriculum subjects
- Higher standards of application and concentration in all areas of work

Music Curriculum Key stages 1 & 2

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2014:

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils should be taught to:
- 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 inter-related 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.

These objectives are all met within our school through the provision of the Kapow Learning scheme.

Extra-Curricular Music Opportunities

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.

Instrumental Lessons at Edge Hill

To further enhance their musical capabilities, children are offered the opportunity to develop their musicianship further through the provision of learning an instrument. We currently offer weekly lessons by a trained specialist in: flute, saxophone, clarinet and guitar, and many of our children already relish this opportunity. The lessons are taught by specialist instrumental teachers from the Entrust Music Service (Staffordshire). Lessons take place in a small group and are for 25 minutes a week, children get individualised feedback and their own instruments on loan from the music centre free of charge. Lessons take place during the school day on a rolling rota basis to ensure children aren't missing the same curriculum lesson each week.

Initial interest for the instrumental lessons is gauged by the music lead in September of the academic year. Availability of lessons depends on uptake. Average group sizes are 4 pupils per lesson although this can vary. Places will be allocated on a first come first served basis, students who had lessons the previous academic year will get priority to continue their instrument if the letter is signed by the stated date.

Lesson costs are roughly £54 per term (although this can vary depending on the academic year so should be checked in accordance with the letter sent out in Sept 2024). If this is unmanageable, various support systems are available and contact should be made with the office to enquire if you think this support might be of

use. We wish for this opportunity to be on offer to all children and therefore financial support can be put in place if appropriate.

Extra-Curricular Clubs at Edge Hill

There are also numerous extra-curricular activities and clubs children can get involved with to further enhance their musical talents.

These include:

- Theatre Club (Miss Butler)
- Choir (Miss Sangster and Mrs Collyer)
- Drum Club (Mrs O'Neill and Mrs Collyer)
- Production Rehearsals Y6 (Mrs Foster and Mrs Lloyd)

With the exception of the Y6 productions, the clubs are available to any children within the school who wish to join. Clubs largely take place at a lunchtime and the details of club days can be found on the club timetable sent out termly to parents. If children wish to join any of the clubs, they should speak to the lead teacher.

An example extra-curricular club timetable can be found below. Please check the website for the current list.

Spring term			
Club name	Year group	Day and time	Staff lead
Drum Club	Year 5/6	Monday - 12:00pm - 12:30pm	Ms O'Neill Ms Collyer
Debate Club	ALL	Monday - 12:00pm - 12:30pm	Ms Barnard
Choir	ALL	Tuesday - 12:00pm - 12:30pm	Ms Collyer Ms Sangster
Theatre Club	ALL	Wednesday - 12:00pm - 12:30pm	Ms Butler
Lego Club	ALL	Thursday - 12:00pm - 12:30pm	Mr Russell
Sketchbook Club	ALL	Thursday - 12:00pm - 12:30pm	Ms Barnard

Musical Experiences at Edge Hill

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.

Singing for Pleasure

All Edge Hill children take part in our weekly singing assembly 'Singing for Pleasure,' led by the Deputy Head. This assembly lasts for 30 minutes a week. Children gather together with the rest of the school and practise singing technique. Children learn the school song: 'Believe and Achieve,' and this is performed regularly at school events accompanied by one of the drummers from the drum club. Children are exposed to a variety of songs and hymns and develop actions to go alongside the songs for further enjoyment. During this assembly, children also learn sign language and talk about their 'high and low spots.' The assembly is a cherished tradition at Edge Hill and promotes singing for enjoyment. Many past pupils comment on their fond memories of 'Singing for Pleasure,' and it helps the children to view singing as a positive experience that helps them to start their day ready for learning.

Choir and Theatre Club Performances

Regular performance opportunities arise for the children in Choir and Theatre Club. Most recently our children in the Choir have been to the local care home to perform for some of the residents - this was a rewarding visit for both pupils and staff. Members of Theatre Club have been working hard and have recently done their debut performance of a song from 'Matilda the Musical,' in assembly to the rest of the Edge Hill children. Children within both of these clubs gain additional performance experience regularly to help boost confidence and performance technique.

Y6 Production

Each year, the Y6 at Edge Hill are given the opportunity to perform in the school show. This is either a pantomime or musical production and is largely organised by the Deputy Head and Assistant Head. Children audition at the end of Y5 and are given different roles in the show. Children work together and are usually

accompanied by a live pianist during the show. This not only enhances their performance technique but also their confidence. Many children sing solos, duets or contribute in group performances, a further nod to their musical abilities. Children who are less musically confident contribute in different ways to the production for example: on the lighting team or on the tech team. The performance is always a real highlight and showcases the musical talents and abilities of our Y6 children.

Instrumental Lesson Musical Showcase

Children who part take in instrumental lessons are invited to perform annually in a school instrumental showcase. Children who take part receive a certificate for their efforts. This is a great chance for the children to perform their instrument and have their musical talents recognised by an audience in a live setting.

Assembly Music (Genre Exposure)

Each week children are introduced to a new artist or style of music. The music is played as the children enter assembly. A PowerPoint slide with information about the genre and the artist is also projected for children to reflect on. This not only helps to continue to raise the cultural capital at Edge Hill, it also allows our children to develop an appreciation for different genres of music (one of our disciplinary concepts) to help them further develop an understanding of different styles.

Please find an example assembly slide below:

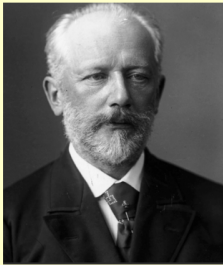
[Tchaikovsky - Waltz of The Flowers \(youtube.com\)](#)

Today's Song ...

Title: Waltz of The Flowers

Composer: Tchaikovsky

Today's Era : Classical



Did you know?
Tchaikovsky's piano teacher told him he had no talent.

Tchaikovsky is reported to have had stage fright. He is most celebrated for his ballets, specifically Swan Lake, The Sleeping Beauty and The Nutcracker, which culminate dancing and the classical genre.

Music Hub - Bronze Award

For our efforts and dedication to music education, Edge Hill have been awarded with the Excellence in Music Provision Award - Bronze Level as recognition by the local music hub (Staffordshire) of our efforts to sustain quality music provision across the school. We are currently working to achieve our Silver Award.



In the Future

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

- 1: To continue to raise the cultural capital at Edge Hill through the profile of Music. (Include raising the profile of music appreciation in at least one assembly every fortnight through artist information and dedicated listening time for pupil discussion). Monitor the impact of these actions through pupil learning conversations. Children in turn should be able to discuss a range of music with appreciation for different styles and genres.
- 2: To raise the opportunities for pupil voice across music by allocating, 'Music Monitors,' from each class. They will be responsible for attending meetings regarding the profile of music across the school, feeding back on pupil voice regarding music lessons and opportunities and will also have the potential to lead 'Skipping Songs,' on the playground to make sure pupils have an active role in leading musical activities across the school. This will also help to promote a love of singing and a value for vocals.
- 3: Continue to promote musical opportunities for a variety of children. Potential of attending: 'Young Voices,' or the 'Vocal Festival,' and introducing an even bigger range of instrumental lessons on offer for pupils.