

Music Development Plan

School: Great Moor Junior School
Trust/local authority: Stockport
Local music hub: Stockport Music Service
Music lead/specialist: Aoife Doogan
Headteacher: Kate Bushaway



Great Moor Junior School

"Learning Together"

Respect, Kindness, Tolerance, Responsibility, Co-operation

Date written: 03/03/2023

Review date: 30/06/2023

Vision and Intent

At Great Moor Junior School, we aim to engage and inspire pupils to develop a love of music and their talent as musicians.

Our curriculum is ambitious and allows children to focus on what we believe are the three most important elements of music education: listening, composing and performing.

Our lessons aim to increase children's self-confidence, creativity and sense of achievement. As pupils progress, they develop a critical engagement with music which allows them to compose, appreciate many musical forms, have a wide knowledge of music genres and discuss the history of music.

Our plan for delivering high-quality music education and supporting children's progress

Where are we now?

What will we do next?

In the classroom

Key components:

Our curriculum has been created by a music specialist to follow the National Curriculum and the Model Music Curriculum.

Teaching is delivered by a music specialist, with over 10 year's performance experience and a BA hons degree in music.

Evaluate units after teaching.

Continue to source new singing material.

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	<p>Music is inclusive for all learners.</p> <p>Music is taught for every year group on rotation across the year and is within every timetable.</p> <p>Exposure to a wide range of musical styles, cultures, history and genres through our 'Genre of the Week' starter in each lesson.</p> <p>Children are taught rhythm and staff notation which progresses through KS2.</p> <p>Children learn a variety of songs and styles, using unison singing, rounds, part-singing and harmonies.</p> <p>Ukulele teaching begins in Year 3 and continues through to Year 6.</p> <p>Keyboard skills teaching begins in Year 4 and continues through to Year 6.</p> <p><u>Instrument teaching:</u> Ukulele</p>	<p>Continue to develop planning to suit needs of pupils.</p> <p>Use pupil voice and monitoring to develop planning.</p> <p>Including a songs in different languages.</p> <p>Ensure there is an equal balance between male/female and diverse range of composers/musicians.</p>
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Ukulele instrument teaching begins in Year 3 and follows through to Year 6.

By the end of Y3, children should be able to;

- Identify the string notes GCEA
- Hold the ukulele properly
- Use the correct finger positioning for the chords C, Cmaj7, C7, A minor and F
- Use 3 different strumming patterns to suit different styles of music
- Switch between the chords known
- Keep the pulse and play along, in time, with backing tracks and music
- Confidently sing and play the song 'Count On Me' by Bruno Mars
- Perform confidently and musically to an audience

By the end of Y4, children should be able to;

- Use the correct finger positioning for the chords G, G7 and E minor
- Read simple tabs
- Comfortably switch between chords known
- Play a variety of popular songs using different strumming patterns

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- Use ukuleles to begin composition work in groups
- Perform with increased confidence and musicality for to audience
- Keep the pulse and play along, in time, with backing tracks and music, with a wide range of tempos and pitch

In Y5 and Y6, ukuleles are available to children for composition work.

Children in both these year groups are expected to;

- Consolidate all known chords and tabs and use fluently within well-known songs
- Perform with musicality, flair and confidence
- Evaluate on the success of their performances

Keyboard:

By the end of Y4, children should be able to;

- Demonstrate the correct posture and hand/finger positioning on a keyboard
- Use the black keys to recognise any note on the keyboard using 'chopsticks' and 'fork'
- Play ascending and descending scales, using correct positioning
- Compose in groups using notes around middle C
- Improvise melodies in C

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By the end of Y5, children should be able to;

- Play several songs using two major chords
- Improvise alongside Jazz and Latin American style melodies

By the end of Y6, children should be able to;

- Play several songs using three or more major chords
- Play some songs using a major and a minor chord
- Play the 12-bar blues in C
- Play the blues scale
- Improvise to Blues style melodies in C

Vocal Provision:

From Year 3, children are taught about vocal anatomy and the importance of vocal health. Warm-ups are taught using a 'body-breathing-sound' approach to ensure children's voices are fully prepared for singing. Children use a variety of songs, scales and arpeggios.

Children sing in weekly lessons and learn new material on a regular basis. Songs are learned to embed our school values and for celebrations, including Black History Month, Children in Need, religious festivals and national events.

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Children sing in assemblies twice weekly, and enjoy singing assemblies led by our school choir.

Listening:

Each week the children start their lessons with 'Genre of the Week'. This is an important element of our music delivery as it allows children to listen to genres of music they wouldn't normally choose or be open to. It allows for open discussions about history, cultures and the changes in music over time.

In assembly time, the children read about and listen to a staff's choice 'Composer of the Week'. This allows children to learn more about composers and compare the different styles of composition and orchestration.

During lessons, specially selected compositions, songs and pieces of music allow to embed musical skills and history.

Composition:

Each unit of work at our school involves an element of composition, either as a whole class, in groups, pairs or solo.

Composition, alongside side listening, is an important aspect of our curriculum delivery. Through our composition work, we can easily see musical progress and skills develop from Year 3 to Year 6. The children

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	<p>start composing using glockenspiels, and as instrument and notation skills develop, the children use keyboards, ukuleles and un-tuned percussion.</p> <p>Our units of work allow children to compose music in different genres, thinking about culture and style.</p> <p><u>Performing:</u></p> <p>At the end of lessons/half-terms, the children are given the opportunity to perform their final composition pieces for their peers, class teachers, SLT, school governors, and parents.</p> <p>Performances in assemblies are encouraged for those children who want to share their musical talents on instruments they learn either in school or through private lessons.</p>	
<i>Beyond the classroom</i>	<p><u>After-school singing club:</u></p> <p>Our club is inclusive and open to all students in our school. We currently have over 40 members and meet weekly. Regular showcases are held for parents and families to enjoy choir performances. The club performs at events in the community, including local care-homes, hospitals and churches.</p>	

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We partner with our local music service to perform at their annual choir showcase at Stockport Town Hall, and with The North West Singing Partnership to perform with choirs from the North West region.

After-school ensemble club:

Children in this club develop their ukulele and keyboard skills by attending weekly sessions. The aim of this club is to learn material to perform in showcases and assemblies using a wide range of instruments. Students in this club are very enthusiastic and talented musicians. The club partners with The Northern Chamber Orchestra and the Halle Orchestra.

Peripatetic teaching:

As well as curriculum music lessons, the school offers children the opportunity to take part in instrument lessons delivered by experienced peripatetic teachers. Lessons in keyboard, guitar, recorder and brass are available.

Live performance opportunities:

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	Children often enjoy musical theatre, African drumming, local and staff musician performances throughout their four years at our school.	
<i>Community links and partnerships</i>	<ul style="list-style-type: none"> Local infant school to host an annual music festival Stockport Music Service annual showcases and termly leader meetings The Northern Chamber Orchestra – Ukulele composing Choir performing at events hosted by Stepping Hill Hospital Chaplaincy Choir at local care homes The North West Singing Partnership concert Links with local musicians 	<p>Future performances at Stockport County Football Club for our singing club.</p> <p>Young Voices.</p>
<i>Transition</i>	The curriculum is planned with consideration for transition, taking into account the expectations of the KS3 curriculum and Year 7 units of work taught at Stockport School and local high schools.	<p>Contact secondary schools. Look at possible performance opportunities for their students.</p> <p>Discuss transition unit for KS1 with Infant school.</p>

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<i>SEND provision</i>	<p>In all activities, SEND pupils will be able to take part in the same way as their peers. In some activities, adaptations are made to include everyone, this is achieved by additional adult support or specific tasks.</p> <p>SEND pupils are helped in managing the written communication aspects of music – such as the use of symbols – by using larger print, colour codes, multi-sensory reinforcement, and a greater emphasis on aural memory skills.</p> <p>Pupils are encouraged to use their voices expressively and to use different forms of communication – such as gesture (clapping, stomping, body beats) – to compensate for potential barriers in singing activities.</p>	
<i>Pupil Premium</i>	School supports students to engage in musical opportunities and tuition through this funding.	
<i>Resources and Budget</i>	<p>The school has a wide range of instruments, including a class set of ukuleles and 14 keyboards, which are used regularly during lessons, after school clubs and 1:1 instrumental provision.</p> <p>The school successfully integrates the use of teaching resources into its curriculum planning.</p> <p>There is a dedicated room for 1:1 and small group piano tuition.</p>	<p>Annual audit</p> <p>Assess percussion instrument viability</p>

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	<p>Our PC suite, Chromebooks and iPads are available for music technology activities.</p> <p>The budget is planned to support the delivery of the music curriculum and supports resourcing the school.</p>	
<i>Summary Action Plan</i>	<ul style="list-style-type: none">• Contact local secondary schools to discuss transition events• Research more live performance opportunities• Review KS1 curriculum and teaching at local infant school• Whole school celebration for World Music Day	