# Music development plan summary: Grange Infants’ School, Swindon

## Overview

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| Detail | Information |
| Academic year that this summary covers | 2024-2025 |
| Date this summary was published | September 2024 |
| Date this summary will be reviewed | August 2025 |
| Name of the school music lead | Lynette Barton |
| Name of school leadership team member with responsibility for music (if different) | Mrs Hannah Gordon |
| Name of local music hub | Gloucester, Swindon, Wiltshire Music Hub |
| Name of other music education organisation(s) (if partnership in place) | Swindon Music Service |

This is a summary of the music provision at Grange Infants’ School, Swindon. This document shows how we deliver music education across curriculum music, co-curricular provision and music experiences. It also includes our plans for the future development and provision of music in our school. We have put this document together to inform parents, carers, and pupils, as well as other establishments which may or may not be in current partnership with our school, of the wide range of musical opportunities our school offers and how we work to support all our pupils’ music education and further progression – including those form disadvantaged backgrounds and with special needs.

## Part A: Curriculum music

This part delivers information on how much time is spent on directed music time at Grange Infants’ School and what we teach during directed music time.

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| At Grange Infants’ School, we believe in the unlimited potential of every child. Therefore, our school motto is: Don’t just fly but Soar! As a result of this, we have carefully designed a curriculum which is underpinned by our five Curriculum Drivers.  Our spiral curriculum is progressive, broad, ambitious, carefully sequenced and relevant to the pupils of Grange Infants’ School. The curriculum intent is based around 5 curriculum drivers that links to our school motto and the needs of our children.  Empathetic: We have a positive, inclusive classroom culture. School values are embedded and taught so our children understand how others are feeling and show empathy towards each other. Children will grow ever resilient and better themselves by having an awareness of the barriers that people have overcome in the past and those experienced by people today. They recognise the power of individuality and value diversity.   Curiosity: Our children will be brave enough to ask and answer questions that matter. They will question the way of the world, both past and present, exploring, discovering and experimenting within their learning. They will be expressive and creative in their nature and promote wonder and magic around them.  Imaginative: Our children will love learning. They will be excited and able to be innovative with their own ideas. They will use past experiences and experiment to put their ‘own spin’ on their learning. Above all, they will have fun!  Risk Takers: Our children will feel safe in their school environment to take risks and embrace challenge. They will be encouraged to take risks and will not fear making mistakes but use them to further support their learning. They will persevere in their learning and find and use different ways to achieve.  Love of reading: Our children will love reading and will celebrate and share their achievements—it is at the heart of our curriculum. They will be exposed to a breadth of different high-quality text that will inspire them to learn in each and every subject. Children will become effective communicators and will want to share and discuss their own favourite books. They will learn and apply technical and challenging vocabulary.  The 5 Curriculum Drivers are underpinned by the fact that we strive to help all our pupils achieve the best according to the potential. We want to help them to ‘Not just fly, but soar.’  **Our Intent for our Music Curriculum:**  Our 5 Curriculum Drivers underpin our curriculum intent enabling our pupils to achieve the following in Music:  Curiosity: Music encourages curiosity by giving children a glimpse of other cultures and life in the past. It also gives children an opportunity to experiment and try out new things such as how to make and combine different sounds.  Courage to take risks: Children will be given lots of opportunities to demonstrate courage to take risks. They will have the chance to perform solo or as part of an ensemble to a range of audiences, from their peers to large crowds. Staff will create a safe and supportive environment so that children are comfortable taking risks and feel appreciated for their efforts.  A love of reading: Music will promote a love of reading through the inclusion of poetry and nursery rhymes. Children will learn to perform with rhythm and expression. Children will also enjoy stories with musical accompaniments which help bring life to the narrative.  Imagination: Children will be encouraged to think imaginatively in Music, including composing their own rhythms and tunes and trying out new things. They will have the opportunity to move expressively to music and communicate their own interpretations of different pieces through a range of media. Empathy: Music will promote empathy by giving children the opportunity to respectfully listen and respond to their peers’ performances. They will also hear a range of music from different cultures as part of music appreciation which will promote empathy and tolerance of people from around the world. At Grange Infants’ School, we promote an environment where children can be creative and achieve their full potential. We encourage children to take risks, knowing that they will be supported and encouraged by adults and their peers. Children enjoy a range of musical experiences, helping them to become a musician in their own right. We work in partnership with the Swindon Music Service, the Gloucester, Swindon, Wiltshire Music Hub and Rocksteady Music Schools to achieve this. Children have opportunities to listen, discuss, experiment and perform. Music is used across the curriculum to embed learning in other subject areas and to improve children’s well-being. Children are taught the value of music, to be musicians and to be a respectful audience.  **Implementation:**  The National Curriculum is the starting point of our curriculum design. It has been used to drive our curriculum design, in order to ensure the aims of the National Curriculum are met, and it has been used to inform the choices we have made about the content that we teach.  The implementation of the Music Curriculum is a through a combination of class teachers and music specialists from Oxfordshire County Council Music Service delivering sessions. Specialists from the Music Service are utilised as they provide vital subject knowledge, musical experiences, road shows and teaching of specialised musical instruments. We teach the National Curriculum through the Charanga scheme of work which offers a range of differentiated activities to allow every child an opportunity to access the music curriculum and celebrate the diversity and inclusivity of our school community. Musical vocabulary is built upon from Nursery through to Year 6 through movement, pictorial representations and written / oral language of musical terminology and notations. This helps to develop the skills to be able to read and understand how to perform a basic musical composition. In addition to their classroom music sessions, and experiences, children are exposed to a range of music through singing lessons and activities where children procure the rewards of singing in unison and harmony and are taught to consider the elements of music required for performances such as tone, tempo, pitch, along with enhancing their ability to listen, respect and cooperate with each other.  **How we do it at Grange Infants’ School:**  We follow a multi-faceted approach to music education that enables us to efficiently cover the New Model Music Curriculum and give our children a diverse music experience.  Weekly music lessons are tailor-made and enhanced by the Charanga scheme. We also supplement our lessons with whole class tuition. By planning bespoke lessons for our children, we ensure that: Skills and knowledge are built on as the children progress through the school; The skills and knowledge are also sequenced appropriately to maximise learning for all children; All children, including those from disadvantage backgrounds and with learning difficulties, will have the opportunity to develop their understanding, skills and techniques in music.  Music appreciation is built into our daily routines and weekly singing assemblies and used to enhance our broader curriculum and value-based education.  To give our children access to live instrumental music, they enjoy Music Roadshows throughout the year which showcase different instruments, genres of music and professional musicians. Children can develop their listening skills and are encouraged to share their response to the music. This also gives our children the opportunity to express interest in learning to play instruments they have had the chance to hear and see first-hand.  Rocksteady Music Schools provide weekly small-group tuition, providing our children the opportunity to receive age-appropriate music lessons, to be part of a school ensemble and to perform in concerts three times per year to the rest of the school and their parents.  The whole-class instrumental lessons offered by the school is taught by music specialists through the Swindon Music Service and ensures that all children get the opportunity to explore and participate in balanced musical experience. In EYFS, we focus on singing. Year 1 children play African drums and Year 2, ukulele. At the end of their sequence of lessons, the children perform a selection of songs they have learnt to play, to their parents.  Further to this, all our children have regular opportunities take part in concerts in school – this includes our celebrations of World Music Day each year. On this day, we aim to collaborating with other schools, to give our children the opportunity to see what they can achieve. Children also have the chance to join the Grange Infants’ Singing Club. They learn important skills in singing as an ensemble and perform at events in and outside of school, include events organised by our PTA and the Swindon Music Service.  **Impact:**  Ongoing formative assessment takes place throughout the year, during lessons and performances, as well as through pupil conferencing. Teachers use this information to inform future teaching which ensures that children are supported and challenged appropriately.  By the time the children leave our school, they should have learnt a repertoire of songs and encountered a range of musical styles. This will be evident through:   * A musical understanding and enjoyment underpinned by aural perception and knowledge. * An awareness and appreciation of different musical traditions and genres. * The confidence and ability to voice their own opinions of different music genres and how it makes them feel. * An understanding of how the historical, social and cultural origins of music contribute to the diversity of musical styles. * The ability to give verbal explanations, using musical terminology. * The confidence and ability create and perform different genres of music   Please follow these for our Curriculum Overviews  \*\*\*\*\*\*\* |

## Part B: Co-curricular music

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.

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| In conjunction with our school music curriculum, the school works in partnership with the Gloucester, Swindon, Wiltshire Music Hub, the Swindon Music Service and Rocksteady Music Schools to provide pupils with additional whole class tuition, small group instrumental lessons and the opportunity to perform in vocal ensembles outside of school. Our EYFS children have specialist singing tuition, the Year 1’s learn to play African drums and our Year 2 children all learn to play the ukulele. At the end of their 17 week sequence of lessons, the children perform in a concert to their parents. All this is facilitated by a music specialist from the local Music Service. Further to this, all our children are offered the opportunity to learn to play an instrument in a Rock and Pop band. This small group tuition is provided on a weekly basis by Rocksteady Music Schools. The Rocksteady bands perform to the rest of the school, as well as to their parents, three times per year.  Our singing club, led by our Music lead, rehearse on a weekly basis. The members get the opportunity to perform outside of school as an ensemble and alongside other schools. These performances are organised by the Swindon Music Service and our PTA.  Assembly time is also set aside on a weekly basis for singing. We start each singing assembly by listening to and watching a performance of a piece of well-known music. The children are introduced to music from different time periods in each different term. This is done in chronological order to give them a sense of the development of musical styles and genres over time. The performers are carefully chosen to reflect the diversity of professional musicianship across the world and also to include famous names. At the start of each singing assembly, we greet each other with an appropriate song. We incorporate seasonal songs or songs to reflect the weather, counting songs to link with Maths, songs that link with our overarching theme for the term, songs that reflect our school’s values, call and response songs, action songs and songs in different languages to reflect the diversity of our community and that of the UK. |

## Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and access to live music.

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| * At the start of every assembly, the children listen to a piece of music. One piece of music is chosen per term to reflect the school value we are celebrating during that particular term. * We have whole school singing assemblies on a weekly basis, but our children also have other regular opportunities to take part in musical events, such as singing in an ensemble at the Mayre Fayre, the Nativity performance, the Year 2 leavers’ performance, the Year 1 African drumming concert, the Year 2 ukelele concert, our World Music Day celebrations, the Christmas Voice Festival and the Swindon Infants’ Voice Festival. * In addition to the opportunities our children get to perform, they also experience live music performances at least twice per year when we have live Music Roadshows which are organised by our local Music Service and performed by professional musicians. |

## In the future

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

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| It is the intention of the leadership team to:   * Arrange for each year group to rehearse for and perform a piece of music they have been working on during directed music lessons, twice per year. * Develop a long-term plan and medium-term plans that clearly lay out the learning objectives and child outcomes for each term’s music lessons and to publish this music curriculum on our website. * Continue to work in partnership with Rocksteady Music Schools to give our Pupil Premium children the chance to receive instrumental lessons the through match funding scheme. * Collaborate with a Gold Award Arts Mark school for World Music Day 2025 and to arrange instrumental workshops provided by some of their Year 3 pupils to our children. |