

# Music Development Plan: Hodge Hill Primary School

## Overview

Detail	Information
Academic year that this summary covers	2024 – 2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Claire Wickson
Name of school leadership team member with responsibility for music (if different)	Trixie Brandon
Name of local music hub	Services for Education
Name of other music education organisation(s) (if partnership in place)	Charanga

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

## Part A: Curriculum music

At Hodge Hill Primary School, we follow the Charanga scheme. This curriculum incorporates a structured approach to music education across different year groups. All pupils engage in a one hour dedicated lesson which support the key areas of the Model Music Curriculum and include singing, playing, composing and performing. In Early Years, this is complemented by daily singing and rhyme.

There are options for assessment, deeper learning and further musical exploration.

### Next Steps:

- Evaluate the effectiveness of the Charanga scheme in meeting the diverse needs of pupils, and to consider potential adjustments.
- Develop staff subject knowledge to ensure all staff are confident to deliver all aspects of the music curriculum.

## Part B: Co-curricular music

Hodge Hill Primary School provides enriching co-curricular music experiences for Year 3 and Year 4 pupils. Peripatetic music teachers use the Charanga scheme to structure their teaching of specific instruments: flute, trumpet or ukulele. Every child receives their own instrument and is encouraged to take it home to practice. Pupils have the chance to develop their musical skills individually and collaboratively and an end-of-unit showcase assembly is used to further develop confidence and to celebrate these developing musical talents as children are expected to perform to a wide range of stakeholders.

Pupils in Year 5 and Year 6 may elect to participate in further musical instruction in smaller group sessions.

### **Next Steps:**

- Expand the range of musical instruments or activities offered to cater for diverse pupil interests.

## Part C: Musical experiences

Hodge Hill Primary School emphasises an holistic approach to musical experiences. Pupils from Reception to Year 6 engage in a weekly 30-minute singing assembly which covers various genres. Pupils develop further awareness of rhythm and tempo in their study and performance of poetry and times tables. They compose, practise and perform short pieces for class assemblies throughout the year, showcasing their musical skills to a wider audience. Our termly pop-up Open Days offer a further opportunity to perform to peers and unfamiliar adults.

We have several key musical experiences within our school calendar. The annual pantomime is delivered by a professional company and is always well received. We welcome West End in Schools to help us celebrate World Book Day by bringing a well-known story to life through movement and song. And the end of Year 6 production allows pupils to bring together all of their learning as they supplement their presentation with singing, instruments and dance.

### **Next Steps:**

- Provide opportunities for pupils to explore music technology and digital composition tools.
- Collaborate with local musicians to offer workshops which allow pupils to gain insights into different musical styles and techniques.

## In the future

As Hodge Hill Primary School prepares for the future, there are plans to organise a school choir and to participate in professional events such as Birmingham's Young Voices concert at



the NEC. We are also looking at the options available for instrument tuition, expanding the repertoire that is currently available.

**Next Steps:**

- Implement a consistent and continuous assessment and feedback system to track pupil progress and tailor instruction to meet individual need.
- Explore digital technologies to enhance pupil engagement and further develop creativity.