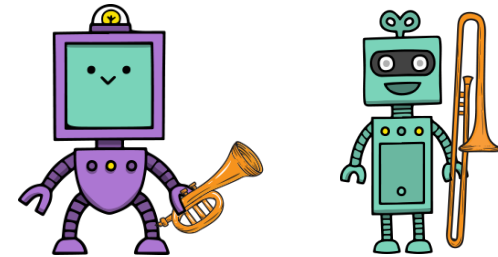


Music Development Plan

School: Prospect House Specialist Support Primary School
Trust/local authority: Manchester
Local music hub: Manchester Music Hub
Music lead: Rick Hilton
Headteacher: Tracy Gallier

Date written: June 2024 for academic year 2025/25
Review date: Summer 2025.



Music Development Plan

1 – Overall objective

Music at Prospect House is both a practical and academic subject and aims to provide pupils with an immersive experience in music. Musical learning is about thinking and acting musically. Music lessons will be focussed on developing imagination and creativity, building up pupils' knowledge, skills and understanding.

Pupils at Prospect House will develop their musicality through a sequential program of musical experiences, which are practical and experiential, and which will contribute to their aural memory, practical, discriminatory skills, and personal and collective identity.

Music is a holistic subject and will be taught discreetly in a lesson or used throughout the day where music can be used as a prompt via a song or video of a transition from one activity to another. Music will be encouraged outside of the classroom in the playground, using listening lounge, sensory shack, on trips and musical experiences such as choir or therapy sessions.

Pupils will be given opportunities to listen, compose and perform music at a level appropriate to their developmental stage. The Music curriculum is split into three strands which develop different areas of our pupil's musical skills:

Composing

Composing is the process of making or forming a piece of music by combining the parts, or elements of music. When children compose their own music, they're doing a few complex activities at once.

Listening

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| | <p>Music activities can be used to develop and enhance young learners listening abilities. Listening is a language skill which is a prerequisite for the development of other language skills and especially for the development of a person's speaking abilities.</p> <p><u>Performing</u></p> <p>The benefits of playing music can be physical, mental and spiritual. Time and again, Music has shown that learning how to play a musical instrument benefits both adults and children, and it is often linked to better learning outcomes in school.</p> <p>The Music Curriculum at Prospect House is sequenced to allow pupils to build on previously learnt skills and knowledge and expand their repertoire of Musicality. The curriculum is taught via a Spiral Curriculum – cycling through 3 units a year:</p> <ul style="list-style-type: none"> • Composing • Listening • Performing <p>This structure to the curriculum ensures knowledge and skills are revisited and extended each year, allowing pupils to further their skills within a broad curriculum which has been developed to access a wide range of resources, including, musical instruments and live music.</p> <p>Our overarching goals within the curriculum are to:</p> <ul style="list-style-type: none"> • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others, can learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. |
| 2 – Key components | <p>Music is taught throughout a spiral curriculum to ensure that pupils experience full coverage of the National curriculum at a suitable level whilst building on previously learnt skills and knowledge. The Music curriculum is broken into 3 strands: Compose, Listen and Perform. Every pupil is taught topics within each of these strands each year. Modules and resources are provided for each topic to ensure consistency and fluency throughout the teaching of the unit across school, giving teachers a plan to work from and expand on.</p> |

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| | <p>Each Music target, comes with a 5-step breakdown, assuring that a target is thoroughly worked on and assessed.</p> <p>The Music spiral curriculum is written with a thematic approach, linking to other National curriculum subjects including English and Maths. The sequential nature of the curriculum ensures that pupils work through and develop skills at the appropriate developmental level, which ensures a deep understanding of a concept as well as challenging learners to build on and extend their existing knowledge.</p> <p>We ensure the music curriculum is broad and ambitious through bespoke Know More (content) modules written to engage and challenge pupils whatever their ability. All the content is firmly underpinned by the Remember More curriculum (skills). The National Curriculum statutory content is covered throughout the curriculum and is linked to a thematic approach to the delivery of teaching and learning in music.</p> <p>The thematic approach to the Know and Remember curriculum provides a framework of topics that link together subjects that support cross curricular teaching and learning. The topics cover the statutory content throughout and additional high-interest themes and topics are added to ensure the Know More content is highly engaging to our pupils.</p> <p>The skills embedded in the Remember More modules are taken from the National Curriculum. The spiral nature of the Remember More curriculum ensure the pupils revisit each of the three core musical skills yearly while learning new content and concepts through the Know More modules.</p> <p>Throughout the music curriculum the pupils are taught to work musically through the sequence of skills – Listening, Composing and Performing. By working methodically through these skills the pupils are able to develop their skills year on year.</p> <p>Prior learning and building on prior knowledge is embedded throughout the curriculum and in daily classroom practise. Pupils recap on prior learning at the beginning of each learning session, prior knowledge needed is stated on the content modules and questioning allows teachers to make accurate assessment of pupil's understanding.</p> |
| <p>3 – Classroom instrumental teaching</p> | <p>Short term: Lesson to lesson</p> <p>Bespoke Know More (content) modules written by subject leaders follow a clear sequence of learning through a subject. Learning builds on prior knowledge sequentially to ensuring pupils has the building blocks they need to enable them to develop schemas to hang their new knowledge onto. The curriculum is designed to ensure foundation</p> |

knowledge in the subject is delivered first, giving pupils the opportunity to gather more knowledge as they move forward.

Medium term: Module to module

Modules are planned to support and link to the over-arching theme of the term or half term. Modules build on the prior learning sequentially, with questioning designed to encourage pupils to make links between modules (e.g. Chanting and Percussion, which links to Percussive Animals, which links to Timbre and Rhythm etc.)

Long term: Year to year

Year to year the music curriculum moves through the National Curriculum statutory content while revisiting the skills set out in the Remember More curriculum. As the pupils progress through a key stage the content gradually develops to cover more challenging topics. The pupils need the prior knowledge of Timbre and Rhythm before moving on to Rhythm and Structure two year later.

Over time: Key stage to key stage

The sequence of learning across the school is clearly evidenced in the content plans for the Know and Remember Curriculum. In Music EYFS pupils explore musical concepts such as Pulse and Rhythm- All About Me and Vocal & Body Sounds while once they reach KS2 they learn Pentatonic melodies and composing

Pupils at Prospect House are grouped according to need, ability, age and the level of structure they might require to ensure full access to the teaching and learning. Across the school we have a primary-approach to classes, meaning that all subjects are not necessarily delivered by a subject specialist. Targeted and well planned CPD ensures the teachers have the skills they need to deliver content in all subjects, and leaders support the delivery of their subjects through well planned modules and 1:1 training if requested or identified as necessary.

4 - Implementation of key components

| Statutory Content (KS1) | Covered within (Module / SOW) | Evidence |
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| Use their voices expressively and creatively by singing songs and speaking chants and rhymes | Vocal & Body Sounds (Spring / Year A) Chanting and Percussion (Autumn / Year B) | Know More Modules Key Stage 1 Content Plan - Know and Remember Curriculum |

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| | | Timbre and Rhythm (Summer / Year B) | Pupil workbooks Teacher's Planning Planning Feedback Observation and Learning Walks |
| | Play tuned and untuned instruments musically | Pulse & Rhythm - All about me (Autumn / Year A) Pitch & Tempo (Summer / Year A) Percussive Animals (Spring / Year B) | |
| | Listen with concentration and understanding to a range of high-quality live and recorded music | Pulse & Rhythm - All about me (Autumn / Year A) Vocal & Body Sounds (Spring / Year A) Pitch & Tempo (Summer / Year A) Chanting and Percussion (Autumn / Year B) Percussive Animals (Spring / Year B) Timbre and Rhythm (Summer / Year B) | |
| | Experiment with, create, select and combine sounds using the interrelated dimensions of music | Pulse & Rhythm - All about me (Autumn / Year A) Vocal & Body Sounds (Spring / Year A) Pitch & Tempo (Summer / Year A) Chanting and Percussion (Autumn / Year B) Percussive Animals (Spring / Year B) Timbre and Rhythm (Summer / Year B) | |

| | Statutory Content (KS2) | Covered within (Module / SOW) | Evidence |
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| | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Orchestral Instruments (Year A / Autumn) African Call and Response (Year A / Spring) | Know More Modules Key Stage 2 Content Plan – Know and Remember Curriculum Pupil workbooks |
| | Improvise and compose music for a range of purposes using the inter-related dimensions of music | Pentatonic Melodies (Year A / Summer) Dynamics, Timbre, Tempo, Motifs (Year B / Autumn) Ballads (Year C / Spring) Composing Compositions (Year C / Summer) | Teacher's Planning Planning Feedback Observation and Learning Walks |
| | Listen with attention to detail and recall sounds with increasing aural memory | Body and Tuned Percussion (Year D / Spring) | |
| | Use and understand staff and other musical notations | Composing Compositions (Year C / Summer) | |
| | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Orchestral Instruments (Year A / Autumn) Rock and Roll (Year C / Autumn) Jazz (Year D / Autumn) | |
| | Develop an understanding of the history of music. | All Modules | |

5 – Communication activities

At Prospect House we believe that clear, open communication between the school and parents/carers has a positive impact on pupils' learning because it:

- Gives parents/carers the information they need to support their child's education
- Helps the school improve, through feedback and consultation with parents/carers
- Builds trust between home and school, which helps the school better support each child's educational and pastoral needs

Email

We use email to keep parents informed about the following things:

- Upcoming school events
- Scheduled school closures (for example, for staff training days)
- School surveys or consultations
- Class activities or teacher requests

Text messages

We will text parents about:

- Payments
- Short-notice changes to the school day
- Emergency school closures (for instance, due to bad weather)
- Emergency contact if not contactable via phone

School calendar

Our school website includes a full school calendar for the term.

Where possible, we try to give parents at least 2 weeks' notice of any events or special occasions (including non-uniform days, special assemblies or visitors, or requests for pupils to bring in special items or materials).

Any such event will be included in the school calendar.

We also have a weekly coffee morning and each term one of these slots will be themed around Music.

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| <p>6 – Evaluation process for the success of the Music Development Plan</p> | <p>Planning is scrutinised at the beginning of each term by the subject leader who comments on the content of the planning, the sequence of learning and the planned activities. Subject leaders' feedback to teachers is quality assured by the whole-school curriculum lead and a further level of feedback provided. Further evidence of this is noted during learning walks by the senior leadership team, while learning walks with subject leaders are to be implemented this academic year to ensure subject leaders can quality assure the activities being delivered in class.</p> <p>There is a full programme of CPD for teachers and class staff. At the end of the previous academic year subject leaders delivered training to the whole staff team to support the delivery of their subject area in all parts of the school. Teachers are encouraged to identify external CPD opportunities to further develop their skills in their subject area. Teachers are then expected to disseminate training updates for their subject to the rest of the teaching teams.</p> <p>New teachers and ECT2 teachers are supported in developing their subject leadership skills by being teamed up with an experienced member of staff for the initial term. During the final term of their ECT1, new teachers have training as part of established ECT training course in becoming a subject leader.</p> |
| <p>7 – Transition work with local secondary schools</p> | <p>The transition to secondary school will be well planned and structured, ensuring a seamless step towards the next chapter of learning. With our outstanding links with a range of schools within the city, we will support families to find the most suitable provision.</p> <p>The opportunity of transition within the trust can provide a unique pathway for our children, supporting a smooth and efficient move to the next stage of their learning and development. Relevant staff from High schools will be invited to attend year 5 EHCP reviews. In addition, all parents are invited, during the year 5 review, to visit their high school. These visits are an opportunity for parents to get a view of the school and provide opportunities for discussion.</p> <p>In the summer term, during year 6, children undertake a transition programme with a series of visits with staff to their new setting, meeting other children and staff who will be with them in Y7 and getting to know the school facilities. For some children, individual transition is arranged over longer periods.</p> |
| <p>8 – Budget materials and staffing</p> | <p>Budgets are allocated at the start of the academic year and most foundation subjects have a budget of approx. £500. This is planned and targeted through subject action plans in terms of evidence of impact. Alongside budgeting we regularly triangulate data to ensure gaps in attainment for pupil premium children are diminished when needed. This work includes budgeting for pupil premium spends and will be including with a pupil premium strategy document should it be required.</p> |

10 – Summary Action Plan

| Targets | Success Criteria/ Impact |
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| <p>Long-term aims: What improvements do we plan to implement throughout the academic year?</p> <ul style="list-style-type: none"> - Staff are confident with the delivery and planning of Music particularly around <u>cognitive load</u>, <u>components</u> and <u>clarity of instructions</u>, including knowledge of access to interactive resources to those practitioners without a musical background - Increase access for students to high quality and adapted instruments, to best suit the learners needs - Implementing appropriate interventions, specifically for those students who may have enhanced musical perceptions <p>https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music#developing-the-knowledge-and-skills-of-pupils-with-special-educational-needs-and-or-disabilities</p> | <p>How we will know we have achieved it?</p> <p>Staff are confident to plan and deliver achievable and appropriate Music sessions, ensuring students are meeting expected and/or above expected requirements</p> <p>Research and conversations with SLT and finance team around Music curriculum budget, and necessary instruments</p> <p>Termly interventions based on Music curriculum data</p> <p>Discussions with staff classes and music therapist, surrounding any gifted students within Music</p> |
| <p>1.To use the analysis of the data of the subject to show strengths and areas for development</p> | <p>Identified area(s) for development</p> <p>For students to raise their attainment in line with whole schools data targets.</p> |
| <p>2. Subject reviews for the 3is undertaken to ensure that skills and knowledge build up are coherently structured and well planned. This is evident in the module content plans.</p> | <p>Inclusion of context box within SOW Modules and planning documentation</p> |

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| | <p>3. All subject leaders are trained to be highly effective in the KMRM curriculum and how this links to the Ofsted framework. They have a secure and common understanding of the school's curriculum intent and what it means for their practice.</p> | <p>Contribution to the writing of modules. Whole school curriculum policy used as a reference point for subjects. Inclusion of literacy, numeracy and outdoor learning links on planning Learning walks and book looks undertaken to ensure understanding of subject across key stages and learner groups</p> |
| | <p>4. Workbooks and recording will evidence substantial progress over time and will evidence how skills and knowledge are built up sequentially, building on prior learning. Work given to pupils' over time and across the school contribute well to delivering the curriculum intent.</p> | <p>Modelled exemplar materials for linked subject area Marking moderation completed Book scrutiny conducted where applicable Evidence of the three key drivers within all subjects. Evidence of skills focus lessons (where appropriate)</p> |
| | <p>5. All staff to follow a rigorous and sequential approach to Music that develops pupils confidence and enjoyment in Music so that 50% of students make Better than expected progress.</p> | <p>Evidence of varied linked reading activities in books Opportunities for reading are personalised within planning Reading opportunities are embedded within planning. 50% of students are making better than expected progress in reading</p> |
| | <p>6. Sharing learning intentions and success criteria are common ways that teachers draw pupils' attention to what they need to learn.</p> | <p>Evidence of effective use of learning intentions/success criteria with children to review their learning appropriate to their level.</p> |