

Music development plan summary: St. Mary & All Saints Primary School, Reading

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	29 th July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Helen Toole
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Berkshire Music Trust
Name of other music education organisation(s) (if partnership in place)	N/A

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

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.

- Every child has a music lesson every week: Nursery and Reception – 30 minutes, Year 1 – 35 minutes, Year 2 – 45 minutes, Year 3 – 40 minutes, Year 4 – 30 minutes, UKS2 – 50 minutes. There is also a weekly 25-minute whole-school Music Assembly.
- Planning is bespoke to suit our children's characters and needs and is based upon our own skills progression (that audits well against the MMC) and fits with the school's ethos that children should live "Life in all its Fullness". The "Sounds of Intent" framework is used as a reference point for the Bumblebees special needs unit. Lessons are delivered by a teacher who teaches music only across the school.
- Singing is used throughout the curriculum as either a focus for the main learning or as a musical warmup.

- The school has children with a wide variety of needs, including SEND, which are catered for on an individual basis subject to available resources and support. Children are catered for through bespoke planning and differentiation and provision of adapted (Nuvo) recorders as needed.
- In EYFS, engagement and lots of movement is key with lots of opportunities to join in with familiar nursery rhymes, sing accessible simple songs and to explore sounds.
- In KS1, we have a singing-led programme that uses a Kodály-inspired approach to teach early musicianship skills with vocal tuning and connecting with the inter-related dimensions of music. Children have the opportunity to use first untuned then tuned percussion instruments to support their learning.
- In LKS2, this year, the Year 3 programme starts with a continuation of the KS1 programme – this reflects the children’s needs as developing musicians to prepare them for learning recorder after Christmas. Year 4 children take their recorder skills to the next level and learn to play TooT – a programme delivered for a whole year by a visiting teacher from Berkshire Music Trust, paid for by the school throughout. Year 4 children have the opportunity to complete the Discover Arts Award.
- UKS2 children re-visit and develop their musicianship skills on recorders and tuned percussion instruments (glockenspiel), which are used to develop their understanding of standard notation and encourage improvisation and composition in various styles.
- In Year 5, children are introduced to ukuleles and TAB notation, and by Year 6 (when they also revisit ukulele) they are encouraged to choose a preferred instrument to use in classroom ensemble (this can include instruments (if any) being learned outside school). Year 6 start to learn about music technology, working with Garage Band to compose a suitable textured backing track for a rap.

Part B: Extra-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.

- The school has a Choir that is open to KS2 children and run after school every week – it is free to join. Children in Choir take part in a variety of performance opportunities, both in and outside school.
- The school also has an Ensemble Club that is open to KS2 children and run after school every week – it is also free to join. Children in Ensemble Club take part in a variety of performance opportunities, both in and outside school.
- Children in Year 4 have a year-long First Access Project delivered by Berkshire Music Trust. The children learn the TooT. This is funded entirely by the school.

- Selected children in Year 5 progress from TooT to Flute in small group weekly lessons during the Autumn Term, paid for by the school. Thereafter, children wishing to continue will have the opportunity to sign up for individual or small group lessons, but these will need to be paid for by parents.
- All children are regularly signposted to musical offerings from Berkshire Music Trust (early years, instrumental and vocal lessons) and Universal Voices (Reading University children's choir).

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 trips to professional concerts.

- Our weekly Music Assembly includes singing, listening and rhythm activities for the whole school. Children also sing at the school's church services.
- EYFS and KS1 do a musical Nativity performance for Christmas, LKS2 do a musical play at Easter and UKS2 at the end of the academic year – each is performed to the school and separately to parents.
- At the end of the academic year, LKS2 children perform on recorders and singing to the up-coming yeargroups; UKS2 children perform (voice/instruments) to the whole school.
- Choir and Ensemble Club have opportunities to perform to the school, parents and the wider community for Christmas and at the end of the academic year; Ensemble Club also performs a routine on Samba instruments at Reading Half Marathon (annually).
- It is hoped that the children will have a visit from the Berkshire Music Trust Staff Band again this year both to hear them play and to be able to try out a variety of instruments.
- It is hoped that musicians from Reading Boys' School will visit again this year
- An application for subsidised tickets and a travel grant is made every year to the Royal Opera House. Unfortunately, we have not been successful in our bid for this year's programme.

In the future

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

- This academic year (and the last term of last academic year) sees music taught across the whole school in weekly lessons for every child for the first time since before the Pandemic.

- Units of learning this year are aimed at ensuring that gaps in the children's musical journey will have been mitigated by the end of this academic year.
- Music is taught in EYFS and KS1 in a manner that is accessible to all teachers to deliver. The staff who accompany the children to these sessions (taught by a music teacher) are encouraged to actively join in and encouraged to treat the sessions as CPD with a view to delivering similar sessions themselves in future years.
- The last term of last academic year saw the introduction of an expectation that classes will perform to the school at the end of a unit of work and this will be pursued further as appropriate with the aim of becoming more frequent.
- We are continually exploring ways in which to engage and progress the children in our school who have additional needs. We will be calling upon Berkshire Music Trust for advice on options available to improve our offer to these children.

Further information (optional)

- Music teaching at SMAS adopts the Swanwick "Clasp" structure, in which each unit of learning includes "composing" (which includes improvising), "literature study" (learning elements of music theory such as notation), "audiation" (listening activities, including listening to each other), "skill acquisition" (correct instrument handling and technique) and "performance".
- We aim to give children the opportunity to experience enjoyment through a variety of musical activities, using movement, voices and instruments.
- We aim to ensure that, by the time our children move on to secondary school, they are confident singers who can play instruments musically using correct posture and technique. They will have developed a general understanding of the inter-related dimensions of music and learned how they can be utilised to create an effect, and become more confident in reading simple standard rhythm and pitch notation.