



Wallace Fields Junior School – Music Development Plan 2024-25

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Overall Objective	To use the curriculum evaluation tool from Surrey Music Hub to analyse current music provision at the school, identifying and addressing areas that are in the 'developing' category and the 'action' points listed in other categories.
Target 1 - Subject Leadership	<p>Write and publish on the school website a Music Development Plan to provide a clear path for music improvement - including curriculum, co-curricular and enrichment. Link this with the school development plan.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Feed music into wider school improvement with clear targets set out in the SDP • Continue to work with Surrey music hub to enhance in-school provision for instrumental learning and connect pupils to broader opportunities
Target 2 – Curriculum Development	<p>Continue to review and improve the curriculum with a focus on composition and cross-curricular links.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Literacy – compose music to age appropriate text (during book week), Science – listening to/composing music that links to Science topic)
Target 3 - Enrichment opportunities	<p>Children to experience 'live' music in school at least once in the school year.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Arrange for Epsom College musicians to come in and perform on a range of musical instruments. • Live workshop/concert – paid workshop per year
Target 4 – Develop and expand extra-curricular opportunities available to pupils (progression from classroom instrumental teaching)	<p>Enable children to have the opportunity to continue their whole class instrumental learning by increasing the range of one-to-one or small group lessons (through Surrey Arts)</p> <p>Actions:</p>

	<ul style="list-style-type: none"> • Make arrangements with Surrey Arts to offer instrumental lessons (group or individual) on the clarinet, saxophone or trumpet • Provide opportunities for children to take up lessons to perform during music assemblies
Target 5 – Raising the profile of Music throughout the school	<p>To engage even more students in musical activities and have more of a music presence in school through pupil representation</p> <p>Actions:</p> <ul style="list-style-type: none"> • Recruit Year 6 Music ambassadors (volunteers) who can manage musical activities/jobs • Use ambassadors to enable younger pupils to have more of a voice – eg. By running the ‘My favourite song’ suggestion box, singing in the playground once a term
Target 6: Pupil Premium and SEND provision	<p>Monitor children signing up for instrumental lessons to see if any Pupil Premium children are engaging in extra-curricular music activities; ensure equality of provision for children who cannot afford to access paid-for provision by highlighting ‘Concessions’ available for Surrey Arts instrumental lessons</p> <p>SEND – with school's SENCo, review the access arrangements for SEN children within curriculum music lessons and beyond; review music curriculum with SENCo to consider special adjustments for children with additional needs.</p>

Curriculum Coverage/Progression Outline by Year Group

This is my third school year in the role of Music teacher. Each year I have been refining and developing my self-written curriculum (taking guidance from the MMC) to improve progression and coverage of all the key skills. Whilst this will always be an ongoing process, below is an outline of the key learning in each year group as developed so far:

Year 3: Pulse and rhythm, instrument families, reading formal rhythmic notation, focus instrument: drum pads/drum kit to enhance rhythm learning, composing drum rhythms using music software, *timbre* - with a composition focus, composition with art and poetry as a stimulus (percussion instruments)

Year 4: expansion of musical terms (pulse, rhythm, beat, tempo, pitch, dynamics and genre), orchestral music and instruments of the orchestra, Chinese music and instruments, 3/4 and 4/4 time signatures and starting to understand stave notation, use of software to increase familiarisation with stave notation, the recorder family, learning the recorder, aural skills linked to pitch and rhythm, simple melodic composition using notes learnt on recorder.

Year 5: Identifying time signatures through listening, understanding specific musical concepts such as canon and polyrhythms (use of drum pads to perform), instruments of the orchestra and special playing techniques, time periods in Music History, learning to play the ukulele and read tab notation, aural skills linked to pitch and chords, listening skills using the 8 musical elements, learning about scales with a focus on the pentatonic scale (with world music examples), improvisation/composition on glockenspiels using the pentatonic scale, recording ideas on a stave by hand using standard notation, using software to compose pentatonic melodies.

Year 6: Extend knowledge of time signatures to include 6/8, focus on down beat and grouping of notes, conducting, extend rhythmic learning to semiquavers and dotted notes (use of drum pads to perform), composing 2-part rhythmic piece to be performed, the history and instruments of Brazilian Samba music, specific Samba rhythms and polyrhythm, western drumming – drum kit rhythms and use of software to create their own grooves, the history and instruments of African drumming, learning to play Djembe drums and understanding syncopation, chords, chord progressions, major and minor tonality, *leitmotif* and using software to compose own leitmotif for video game character.