

# Music Development Plan

Marus Bridge Primary School | 2024

Date of Plan: Summer Term 2024

Date of Review: Summer Term 2025

Lead for this plan: Mrs. Adele Hurst due to subject lead handover (Jacqui Collier/Paula Riley co-leads)



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## Current Context

### Curriculum Music

Area	What happens now?	What we would like to see?	link to actions
<b>Overview</b>	<p><b>Intent:</b> Our music curriculum aims to provide our pupils with a secure understanding of musical styles, composers and vocabulary. Children use this knowledge to appraise music and apply it to their decision making when composing and creating music. We intend for our curriculum to develop deepening understanding of musical components as they progress through the school, demonstrated through exposure to music from a range of cultures and across time periods. Children develop their musicality over the course of their study.</p> <p><b>Implementation:</b> Over recent years, we have worked extensively on our curriculum and developed 'End Points' for each topic in music. These end points are progressive and ensure that the themes within our intent are mapped across each year group – in line with the national curriculum. The Kapow music scheme is used across the school to fulfil these end points. We take every opportunity to promote overlearning and have identified where musical concepts and vocabulary can be revisited and applied to advance musical skill throughout. To support this progression, all children in Y4 learn to play a brass instrument in conjunction with Wigan Music Service. The knowledge gained in Y4 is then further applied in UKS2.</p> <p><b>When is it taught?</b> Music is taught at Marus Bridge for 1 hour every week on a half termly cycle. In Y4, children are taught music for an hour every week across the whole year by Wigan Music Service.</p>	<p>Improve attainment for boys across the breadth of the school.</p>	
<b>Whole Class Ensemble Tuition</b>	<p>The Wigan Music Service teach whole class brass tuition to all pupils in Y4 and have done so for over a decade here at Marus Bridge. We have selected brass, as this is relevant to our context which is an ex-mining town with a strong brass heritage.</p>	<p>Improved continuation rate (20%)</p>	

Area	What happens now?	What we would like to see?	link to actions						
	<p>After Y4, children are given the option to continue learning their brass instrument in small group private lessons.</p> <p>Current continuation rate for brass is 10%, with half of these attending out of school brass ensemble practise.</p> <p>Children get the opportunity to showcase their brass playing in 2 x brass concerts to parents throughout the year (Christmas and summer).</p>								
<b>Singing</b>	<p>Singing is built into every unit of work with assistance from Kapow Music.</p> <p>The curriculum at Marus Bridge progresses in terms of objectives relating to singing. See below:</p> <table border="1" data-bbox="365 748 961 1357"> <tbody> <tr> <td data-bbox="365 748 432 873"><b>EY</b></td> <td data-bbox="438 748 961 873">Learn action songs (Can you show me some actions you have used when singing? What does singing in unison mean?)</td> </tr> <tr> <td data-bbox="365 878 432 1101"><b>Y1</b></td> <td data-bbox="438 878 961 1101">Sing a song in sections (Can you remember a song you've learnt to sing? Why does the teacher count you in before you sing?) Perform a song (Should all the sections be the same loudness? What should our faces and bodies do when we perform?)</td> </tr> <tr> <td data-bbox="365 1105 432 1357"><b>Y2</b></td> <td data-bbox="438 1105 961 1357">Sing, play and follow instructions to perform as a group. (What makes a good performance?) Sing a melody accurately while playing their instrument in time. Successfully sing back the melody line in time and at the correct pitch.</td> </tr> </tbody> </table>	<b>EY</b>	Learn action songs (Can you show me some actions you have used when singing? What does singing in unison mean?)	<b>Y1</b>	Sing a song in sections (Can you remember a song you've learnt to sing? Why does the teacher count you in before you sing?) Perform a song (Should all the sections be the same loudness? What should our faces and bodies do when we perform?)	<b>Y2</b>	Sing, play and follow instructions to perform as a group. (What makes a good performance?) Sing a melody accurately while playing their instrument in time. Successfully sing back the melody line in time and at the correct pitch.	<p>Offer more opportunities for children to hear men sing.</p> <p>Work on giving effective feedback for singing.</p>	
<b>EY</b>	Learn action songs (Can you show me some actions you have used when singing? What does singing in unison mean?)								
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<b>Y2</b>	Sing, play and follow instructions to perform as a group. (What makes a good performance?) Sing a melody accurately while playing their instrument in time. Successfully sing back the melody line in time and at the correct pitch.								

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	<p><b>Y3</b> Play on the 'off beat' and sing a syncopated rhythm. <a href="#">What is the off beat? (The beat in between the normal beat of the music)</a> Improvise or compose a scat singing performance with sounds and words.</p> <p><b>Y4</b> Know how to breathe together so phrasing and ensemble are more musical – including when singing (<a href="#">Why is it important to breathe in the right places when playing?</a>)</p> <p><b>Y5</b> Sing with accuracy, fluency, control, and expression (<a href="#">How can you improve your singing? What makes a good singer?</a>)</p> <p><b>Y6</b> Sing in two parts and understand harmony (<a href="#">What does singing in harmony mean? What is challenging about singing in 2 parts?</a>)</p>		
<b>Instrumental music</b>	<p>Musical instruments are played in every topic across our curriculum as follows:            EYFS - unturned percussion            Y1-2 - unturned and tuned percussion (glockenspiels)            Y3 - tuned percussion. (Glockenspiels)            Y4 - BRASS enrichment year            Y5 - tuned percussion (glockenspiel) leading on from brass in terms of notation. Also, digital music creation            Y6 - tuned percussion. (Glockenspiel)</p> <p>We have adopted a depth (not breadth) approach to our musical instrument selection to ensure that the instrument is used as a tool to deepening musical skill and understanding rather than the focus be on the mechanics of playing the instrument itself.</p>	Ensure that instruments are used consistently in every class.	
<b>Technology</b>	Children are first exposed to music tech in Y2 and again in Y4 during their computing units entitled “making music”. Although the outcomes here relate predominantly to computing, the units consolidate knowledge from our music curriculum and introduce the concept of music technology.	To embed this as the units were only introduced in 2022.	

Area	What happens now?	What we would like to see?	link to actions
	Then, in Y5, children complete a unit called “Looping and Remixing” in music which explores music tech using different music software.		
<b>Opportunities to experience live music performance</b>	<p>At Marus Bride, children are given multiple opportunities to experience live music including:</p> <ul style="list-style-type: none"> <li>• Music Service Gala – Y3</li> <li>• Annual Music Alive concerts (Y4-5)</li> <li>• Bernedette Foundation visit to school (EYFS and Y1)</li> <li>• Choir performances every term in celebration assembly (KS2)</li> <li>• Choir performances annually (KS1 and EYFS)</li> <li>• Annual Pantomime visit with live band (EYFS – Y6)</li> </ul>	<p>The continuation of this high-quality provision.</p> <p>Possibly more performances from bands/artists who may be more appealing to boys.</p>	

## Extra-curricular and Co-curricular Music

Area	What happens now?	What we would like to see	link to actions
<b>Singing</b>	<p>Children are given various opportunities to sing at Marus Bridge Primary. These opportunities include:</p> <ul style="list-style-type: none"> <li>- Singing in their annual class assembly. This is performed to the whole school from the EYFS to Y6 and parents too. This is led by class teachers</li> <li>- Singing in their weekly music lessons (every half term)</li> <li>- Joining the KS2 choir - from Y3 upwards children are invited to join our long standing choir of over 50 members. It is led by Mrs Hurst, Mrs Hampson, Mrs Taylor and Mrs Burrows. The choir meets weekly after school on Wednesdays and perform to the school, at our neighbouring school or at an external event on a half termly basis.</li> <li>- Staff choir - Every Christmas, staff and Governors join together for a special Christmas performance.</li> <li>- Y4 sing as part of their brass concerts (summer and Christmas)</li> </ul>	Develop a small repertoire of whole-school songs to sing in our weekly assembly.	
<b>Ensembles</b>	<p>Children who choose to continue to play their brass instrument after Y4 have the opportunity to perform as a brass ensemble each Christmas. Children play at our annual Christmas carol concert and also tour local venues (ie supermarket and local school) with the choir. This is led by Mr Ford from the Wigan music service and Mrs Hurst (choir leader).</p>	Provide a more regular ensemble practice (contact Pemberton Band to enquire about starting weekly sessions again).	
<b>Tuition</b>	<p>We currently offer tuition in Y5 and Y6 following the wider opps year in Y4. Children are invited to sign up</p>	It would be great to have a better dialogue between music instructors and teachers regarding progress made	

	<p>for brass, keyboard or guitar lessons at the end of their Y4 unit of work. This is a great opportunity for children to continue to progress their understanding of notation gained in the wider opps year.</p> <p>All private music lessons are delivered by the Wigan Music Service. In terms of recruitment, the Wigan Music Service comes into school and delivers a live music concert at the end of each academic year. Children are then encouraged by the service to sign up. For specific children who would benefit, teachers often provide informal gentle encouragement as necessary.</p> <p>Termly progress reports are completed by the Wigan music service and copies are sent home.</p>	<p>in music lessons and any child who is emerging as gifted and talented.</p>	
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## Leadership

Area	What happens now?	What we would like to see?	link to actions
<b>Governing body</b>	The current Lead Governor for Music is Mrs Pitts. The music lead provides a termly update as to progress towards outcomes on the improvement plan. Mrs Pitts then reports to the Governing body.		
<b>Senior Leadership Team</b>	The curriculum lead is responsible for checking audits and action plans and ensuring the continuous development of music.		
<b>Subject leadership</b>	During the academic year 23-24, music leadership changed from Adele Hurst to the joint leadership of Jacqui Collier (music curriculum lead) and Paula Riley (music enrichment lead). By dividing the leadership of the subject this way, neither curriculum nor enrichment dominates the other allowing for clear progression in both aspects of the subject.	Monitor the continuous development of this new leadership structure.	



## Budget

Area	What happens now?	What we would like to see	link to actions
<b>Budget for Music</b>	<p>The budget for music is encompassed within the budget for the Faculty of Art and Sport. This Faculty comprises of 3 subjects (music included).</p> <p>The total budget for the faculty in the year 23-24 was: £2,550</p> <p>In addition to this, the school also funds our Wider Opps provision in Y4 at a total annual cost of £3973</p>		
<b>Music income</b>	<p>The money for all private music lessons are collected by the school office using ParentMail. This is then paid directly to the Music Service via a termly invoice.</p> <p>If there is a cost for any music enrichment (many of the aspects of our provision are included with the price of our involvement with the music service), we usually ask for contributions from parents – especially for out of school visits such as trips.</p> <p>Annually, the PTA are involved in fundraising by taking the choir to the local supermarket to take donations. However, the money collected is then distributes across the school as needed in consultation with the PTA, not to the Faculty of Art and Sport directly. If there is any specific kit etc... needed, we then request the PTA to fund this as necessary. For example, their recent funding of our new portable sound system.</p>		

## Partnerships

Area	What happens now?	What we would like to see	link to actions
<b>Partnerships with schools</b>	<p>We visit Hope School twice a year to sing for their pupils as a choir.</p> <p>We have a fantastic relationship with our local schools' consortium (WOWS) and conduct a bi-annual music festival with them. This involves staff meeting up to sing together and the choirs across all schools coming together to perform on a large scale at Robin Park.</p>		
<b>Partnership or relationship with local music service or Music Education Hub</b>	<p>We have a fantastic relationship with Wigan Music Service and they have been coming into Marus Bridge to deliver music for over a decade.</p> <p>Aside from the private music lessons and wider opps provision, we also engage in different services offered by the Wigan Music Service as advertised in their Cue magazine. This allows us to select the enrichment experiences each year which fit best into our SIP.</p>	<p>Continue to review the Cue handbook <a href="https://www.wigan.gov.uk/Docs/PDF/Resident/Education/Wigan-Music-Service/Cue-Music.pdf">https://www.wigan.gov.uk/Docs/PDF/Resident/Education/Wigan-Music-Service/Cue-Music.pdf</a> from the Music Service annually and arrange sessions to meet the evolving needs of the school.</p>	
<b>Cultural partners for music</b>	<p>No current cultural partners other than Pemberton Band who have previously been into school to run additional brass lessons.</p>	<p>It would be great to develop more links with bands/singers to add to our cultural capital – with a particular focus on engaging boys.</p>	

## Accommodation and resources

Area	What happens now?	What we would like to see	link to actions
<b>Spaces for Music</b>	<p>Curriculum music takes place in classrooms. Tables are moved to facilitate an appropriate working space for brass. However, the hall would be preferable.</p> <p>The choir is taught in the hall after school as we have 50 members and can't fit into a classroom.</p> <p>Private music lessons are taught in our designated music practice room which is big enough for a small group of up to 4 pupils – all instruments are also stored in this room.</p>	<p>Hall space being prioritised for brass lessons.</p>	
<b>Resources available for Music</b>	<p>Aside from the instruments mentioned above, we also hire 60 brass instruments each year from the Wigan Music Service as part of Wider Opps.</p>		

## Inclusion

Area	What happens now?	What we would like to see?	link to actions
<b>Overview</b>	<p>Our curriculum is rich in diversity and the units are mapped across the school to ensure a wide range of cultures and artists are covered.</p> <p>Although brass has been selected to reflect the cultural heritage of Marus Bridge, we also have a range of different units to represent a range of different cultures including:</p> <ul style="list-style-type: none"> <li>• West African call and response songs (Y2)</li> <li>• Songs of the British Isles (Y2)</li> <li>• Jazz (Y3)</li> <li>• Ancient Egypt (Y5)</li> <li>• Songs of WW2 (Y6)</li> </ul>		
<b>Special Educational Needs and Disabilities</b>	<p>We have a SEND toolkit for all foundation subjects to ensure that children are able to access all music lessons. The adaptations selected are based on individual need. For example: children may need to wear ear defenders or be presented with less information than others in shorter chunks. All external providers are given information about children they work with regarding SEND.</p>	<p>Could we possibly have a specific SEND music interventions?</p>	
<b>Religion</b>	<p>Religious songs are not used as part of our core curriculum. At Christmas, the choir does learn some Christmas songs which children have the right to opt out of.</p>	<p>Could 'wintery' songs be selected at Christmas to ensure this barrier is removed?</p> <p>Can we learn songs from different cultures as a choir?</p>	

## Music Education Hub Progression Strategy



Here in Wigan, our local music service is Wigan Music Service. Wigan Music Service forms part of the Greater Manchester Music Hub. Here is a copy of the Progression Strategy for the Hub:

### Music Strategy – Greater Manchester Music Hub

#### 1. The aims of the strategy for young people are:

- to develop confidence and raise self-esteem by having the opportunity to learn to play an instrument; and sing regularly in and out of school
- to have a free opportunity to learn an instrument in key stage 2
- for children the opportunity to join a music centre or a choir in the city
- to have the experience of playing and singing with others
- to have the experience of playing with others in large-scale performances at prestigious venues e.g. RNCM, Band on the Wall, the Bridgewater Hall
- to have the experience of singing with others in a large-scale performances at prestigious venues e.g. Singing Projects, Sing-arounds, the Big Sing
- to have better signposting for young people to access music and to support teachers to provide better playing and singing opportunities for young people

#### 2. The longer term vision of the strategy is:

- to raise achievement in Manchester schools by improving and developing singing and for all Manchester Primary schools to offer a high quality creative music curriculum
- to achieve improved opportunities and levels of take up for children to access and take music further at all levels
- for more children to be confident musicians and to have experience in composing and playing in a range of genres including music technology, urban and world music
- for every Manchester School to have at least one music ensemble, where the benefits of music and performing have been recognised by the school
- for every Manchester School to be a secure 'Singing School', which gives the children the opportunity to take their singing further and have the experience of performances in and beyond the school
- for more Manchester Schools to gain Artsmark status and offer Arts Awards to pupils

**3. The success of the strategy will be measured by:**

- quality will be measured by evaluating data returns, feedback conversations with primary head teachers and heads of high school music departments, and through peer review
- the number of children learning an instrument as part of the first access programme
- the number of children continuing to learn an instrument after first access
- the number of schools with at least one music ensemble direct feedback from primary head teachers, heads of high school music departments, parents and young people the number of children attending out of school Music Centres and ensembles
- the number of children attending Singing Projects / Sing-arounds /Big Sing.
- the number of schools with a choir and offering extended singing opportunities
- the number of children attending out of school choirs

## Moving Forward (Targets until Summer 2024)

### Objectives 2023/24

1. To ensure children can demonstrate an understanding of musical knowledge as specified in the end point document
2. To ensure all teachers are following the correct planning to ensure children are building on prior skills and knowledge
3. Emphasise the importance of feedback- In light of findings from the Ofsted Review (2023), a larger focus should be placed on the feedback we give to our pupils on how to improve in terms of technique, composition and expression. Children should be able to articulate what they could do to improve their musicality.
4. Improve boys Attainment in Music – Improve boys attainment in music so that it is brought more in line with that of the girls across every year group. Explore reasons as to the discrepancy and seek solutions.

## Action Plan

	Objective	Actions Autumn 23	Actions Spring 23	Actions Summer 24	Autumn 24	Spring 25
1	<b>To ensure children can demonstrate an understanding of musical knowledge as specified in the end point document</b>	<p>Look back through the End Points Document to ensure progression of knowledge and skills.</p> <p>Child conferencing during music audit.</p> <p>Attend Primary Music Newt work meeting (22<sup>nd</sup> Nov) which will specifically address progression in singing.</p> <p>Map vocabulary progression across the school</p> <p>Change the Kapow units to ensure notation progression.</p>	<p>Check Seesaw in Spring 2 to see end performances and talk to pupils in relation to the knowledge obtained to achieve the performance.</p>	<p>Check Seesaw in Summer 2 to see end performances and talk to pupils in relation to the knowledge obtained to achieve the performance on support day. – No evidence of pupil performances brought to pupil conferences.</p> <p>Pupil conferencing – assess children’s knowledge against the end points document.</p>		



2	<p><b>To ensure all teachers are following the correct planning to ensure children are building on prior skills and knowledge</b></p>	<p>Meet with staff on the music support day to gain initial responses to the Kapow scheme.</p> <p>Check in with teachers throughout Autumn 1 to ensure that they are using the new scheme.</p> <p>Ensure that all year groups are teaching music in Autumn 1 (as opposed to RE).</p>	<p>Check MTPs in Spring 1 to ensure that music is being taught across the school.</p> <p>Check in with Y3 regarding alternating other subjects with swimming to avoid large chunks of music being missed.</p>	<p>Pupil conferencing – assess children’s knowledge against the end points document.</p> <p>Consider Y5/6 progression after the Wider Opportunities year. How can the knowledge of musical notation be maintained?</p>		
3	<p><b>Emphasise the importance of feedback</b></p>	<p>Child conferencing during music audit – ask children how they can improve.</p> <p>Research ways to provide effective feedback (particularly in relation to the Ofsted Review, 2023)</p>	<p>Circulate information on providing effective feedback following training at the Primary Music Network meeting</p>	<p>Circulate information on providing effective feedback following training at the Primary Music Network meeting. (Red due to subject leader change and previous leader not attending).</p> <p>Pupil conferences – ask children how they can improve their performances? Do they know what they excel at in music and what they need to work on some more?</p>		

<p>4</p>	<p><b>Improve boys' attainment in music</b></p>	<p>Music support day – hold small focus groups with boys and girls across school to ascertain any differences in what they like/dislike about music and their perceptions of their abilities and how to improve.</p>	<p>In light of focus group findings, research and implement ideas to improve attainment and engagement for boys.</p> <p>Analyse interim data in relation to boys' attainment.</p>	<p>In light of focus group findings, research and implement ideas to improve attainment and engagement for boys. (Red due to subject leader change. New subject leader to research).</p> <p>Analyse end of year data in relation to boys' attainment.</p>		
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## CPD Plan

requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when
Effective subject leadership	JC	New subject leader	Online	National College	-	Autumn Term 2024
Primary Music: Ofsted subject report	JC	New subject leader	Online	National College	-	Autumn Term 2024
Model music curriculum: Delivering a statutory music education at KS1-KS2	JC	New subject leader	Online	National College	-	Autumn Term 2024
Primary Music: A deep Dive into curriculum intent	JC	New subject leader	Online	National College	-	Autumn Term 2024
Primary Music: A deep Dive into curriculum implementation	JC	New subject leader	Online	National College	-	Autumn Term 2024
Primary Music: A deep Dive into curriculum Impact	JC	New subject leader	Online	National College	-	Autumn Term 2024

Highlighted = priority



**Governor Monitoring Visit Report**  
**Curriculum Development: SUBJECT SUMMARY REPORT**

**Name** Julieanne Pitts

**Date of Visit** 12/06/24

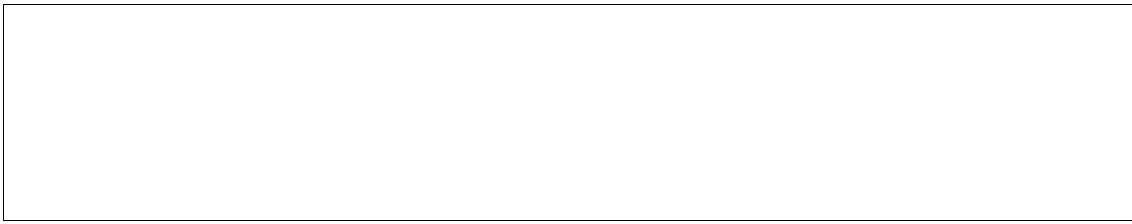
**Focus of Visit** To review progress against the curriculum development, over the year, in (Music – Mrs Hurst) alongside the curriculum co-ordinator

**Purpose of Visit** To monitor progress against objectives set and actions taken 2023-2024

**Summary of activities:** To meet during a staff meeting to discuss progress

<b>Can you talk me through your action plan and how you have achieved the actions this year?</b>	<i>Pupils have secure knowledge of musical styles and can describe how it makes them feel. They are inspired to create their own compositions and demonstrate their musical skills related to rhythm, pitch and creativity.</i>
<b>How accurate are assessments? What does your tracking tell you?</b>	<i>Assessment is accurate. Boys' attainment needs to be brought more in line with the girls across every year group.</i>
<b>What have you followed up on since your mid year audit?</b>  • Which aspects of the subject are the strongest? • Which aspects most need improving? <b>What are you doing to address this?</b> • How do you ensure that basic skills are applied across the curriculum?	<i>Year1 - Music is taught consistently across both groups by Mrs Duddle Year 2 – are excited about their lessons and would like to do music every week. Year 3 – again taught consistently and like that they have access to lots of different instruments. Year 4 – Children have started to enjoy learning brass and play well together.</i>

	<p><i>Year 5 – All loved their music lesson taught by Mrs Hampson</i></p> <p><i>Year 6 – Ther children were able to talk about songs that they had learned about in WW2.</i></p>
<p><b>Is current provision adequate for this curriculum area?</b></p> <p><b>What more do you think is needed to support provision in this subject/Are there any further resources needed and if so, at what cost?</b></p>	<p><i>Year 6 there is a gap in PP children due to the high levels within this year group and SEN and lower ability. There has been a discussion around how to support them by providing additional adult support.</i></p>
<p><b>Knowledge retention and metacognition are areas on the school improvement plan, how have you implemented this in your subject.</b></p>	<p><i>Can you show an example? Quote?</i></p>
<p><b>Governor section - Any further positive comments from the meeting/ what have you learned from the meeting.</b></p>	<p>Mrs Collier to take over the music lead from September.</p> <p>All pupils spoke very positively about their music lessons.</p>
<p><b>Comments and Recommendations maximum of 2 questions to follow up or for next year's action plan</b></p> <p>Analyse end of year data in relation to boys' attainment.</p> <p>Ensure all teachers are following the correct planning to ensure children are building on prior skills and knowledge.</p>	
<p><b>Points requiring further discussion at full governors:</b></p>	



Signed J.Pitts  
(Governor)

Signed: A.Hurst  
(Co-ordinator)