

Music development plan summary: Fosse Mead Primary Academy Overview

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	December 2024
Date this summary will be reviewed	Summer 2025
Name of the school music lead	Sophie Stokes
Name of school leadership team member with responsibility for music (if different)	Karla Hussey
Name of local music hub	Leicestershire Music Hub
Name of other music education organisation(s) (if partnership in place)	RockSteady

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.

<p>Our school follows the Leicestershire Music Primary Scheme which fulfils the National Curriculum statutory requirements (2014) and aligns with the Model Music Curriculum guidance (2019). We work to the aims of the National Curriculum so that all pupils;</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 2 ➤ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to 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 (each half-term) of the academic year.

There are 6 units of work followed by each year group with a clear progressive approach that builds on substantive and disciplinary knowledge. These units allow children to develop and secure their knowledge of the inter-related dimensions of music. They incorporate learning about music across a range of historical periods, genres, styles and traditions, fostering respect and deepened understanding of a diverse musical world.

Children gain the skills, knowledge and understanding to improvise and compose, perform individually or in groups and appraise the music around them. They are given the opportunity to explore their voice, digital creativity and musicianship using a variety of instruments to develop creative, original musical work. They work independently and collaboratively on deepening their understanding of technical knowledge to accurately produce sounds and communicate their music to others, including through western notation. They learn to construct and deconstruct music to further their own ability to compose and they learn to gain an understanding of expression and what expressive knowledge means musically when performing and evaluating their work.

Skills and knowledge are revisited through increasing depth over time, taking a holistic and cyclic approach to the development of musicianship. Through building on prior knowledge and understanding, the foundations are laid for a secure musical education preparing children for the next stage. Children become familiar with a planned progressive musical vocabulary presented through meaningful practical engagement in music that always starts with sound.

Music is taught for 30-45 minutes per week in every class including EYFS. Musical learning continues through weekly 30 minutes singing assemblies in Key Stage 1 and 2 where pupils learn about and perform songs from different musical genres/eras. In Year 5, pupils learn turntablism as part of their music technology unit. Year 2 have the opportunity to play the African drums in a workshop linked to their autumn topic of Africa.

Additional needs and adaptive teaching

All children across Fosse Mead Primary Academy receive quality first teaching. Those children who have been identified as having additional needs may require additional strategies and/or resources to enable them to succeed in their learning. These adaptations are considered at a pupil level and will vary dependent on need. There is also the use of the Leicestershire Music hub SEND scheme which is used and adapted in the Bumble Bee base.

For children who do not have an age-appropriate level of literacy, Fosse Mead Primary Academy provide an adaptive curriculum. The aim of this is to ensure they have full

access to the curriculum and the learning intended within music as a subject. To achieve this, pupil work or outcomes may be recorded differently to their peers.

These adaptations include but are not limited to:

- Adults scribing pupil voice
- 1:1 or small group support
- Providing hands on resources where possible
- To use stories and props as a springboard for discussion
- Scaffolded sheets
- Widgets to learn new vocabulary

Assessment and recording

At Fosse Mead Primary Academy, we utilise an assessment tracker grid to effectively assess skills in each music unit. This grid allows educators to assess students' understanding and mastery of key concepts and techniques throughout the creative process. By categorising skills, we provide clear benchmarks for students to strive towards, fostering a sense of achievement and motivation. This systematic approach not only helps teachers identify areas for improvement but also empowers students to take ownership of their learning, encouraging them to reflect on their musicality development as they progress through each unit.

Part B: Co-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.

We offer children in years 4 to 6 the opportunity to attend weekly choir sessions after school which results in a choir concert with TMET. This is a free ensemble and takes place for a half term after school.

Pupils take part in various performances throughout the year including the whole school nativity production; bi-annual class assemblies, including the end of year production by year 6; and the annual singing competition which every child participates in.

Pupils from all year groups have the chance to join RockSteady, an external company that provides lessons in drums, keyboard, guitar, and vocals, enabling students to form bands that perform for the school each term. These lessons are funded by parents or carers, although a limited number of subsidised places are available each year, allocated by the senior leadership team.

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.

Audience Opportunities

At Fosse Mead, a diverse range of trips and enrichment activities is carefully planned to provide every child with inspiring opportunities throughout their educational journey. These include exciting events where pupils can enjoy musical and theatrical performances, such as:

- Termly RockSteady concerts, showcasing student bands to all year groups.
- The annual whole-school "Rock Kidz" PSHE workshop, culminating in a vibrant concert.
- A yearly school-wide trip to the pantomime at De Montfort Hall.
- A Year 5 visit to Orchard Mead to enjoy their annual theatre production.
- The Year 6 Leavers' Production, performed for the entire school.

Performing Opportunities

Fosse Mead also provides numerous opportunities for pupils to develop their performance skills and shine on stage. These include:

- Weekly singing assemblies for all year groups.
- An annual singing competition for pupils from Foundation Stage 2 to Year 6.
- A yearly nativity play involving children from Foundation Stage 2 to Year 6.
- Class assemblies held twice a year for each year group, allowing pupils to showcase their learning.

In the future

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

In the future, we would like to be able to offer individual 1:1 instrument lessons for pupils to continue to develop this skill and talent.

Further information (optional)