

# Leigh Stationer's Primary Academy Music

## Development Plan



Leigh  
Stationers'  
Primary Academy

**Local Music Hub:** South East London Music Hub

**Music leads:** Mandy Stowell and Petra Wickens

**Principal:** Rebecca England

**Date written:** Summer 2024

**Review date:** Summer 2025

	<b>Music Development Plan</b>
<b>1 – Overall objective Intent</b>	<p>To provide extensive opportunities to learn and experience music, learn through music and create music. All children at our school will be given the knowledge and skills required from the National Curriculum regardless of their ability, need or background. We will provide all children with opportunities to enjoy listening to, performing and evaluating music. We want them to develop a curiosity for the subject, their understanding and acceptance of the validity and importance of all types of music. We want all children to be exposed to music from a diverse range of cultures, some of which will already be familiar to them and others that will be completely new so they develop their cultural understanding.</p>
<b>2 – Key components Implementation</b>	<p>The music curriculum at Leigh Stationers' Primary Academy develops pupils' knowledge and skills across a range of musical competencies through a gradual process to consolidate current and prior learning. Music is carefully mapped out across the school to ensure clear progression of key musical elements through the years.</p> <p>In EYFS, music is an integral part of the learning process which is delivered through the Early Years Framework, Developing Matters which is embedded in the curriculum. Pupils enjoy listening to and joining in with stories/ poems with repetitive phrases, building up a bank of Nursery Rhymes, using musical instruments in role play indoors and outdoors, singing and performing to friends and family, listening, moving and talking about music from different genres and cultures, creating movement to music and performing in school or class productions.</p> <p>Pupils from Nursery to Year 6 are taught using the Charanga music teaching and learning platform, and a range of other carefully selected</p>

resources, including use of music technology, such as BBC 10 pieces, Musical Express and Digital Audio Workstation.

Classroom instrumental teaching takes place in Years 2, 3, 4 and 5. With pupils in Years 2 and 3 learning recorders and those in Years 4 and 5 learning trumpets. In Year 6 pupils use and apply their knowledge of instrumental teaching from previous years to create music using technology (Digital Audio Workstation). A specialist music teacher from Bexley Music teaches the whole-class instrumental lessons and leads the choir. Whole school singing assemblies occur on a weekly basis.

SEND our music curriculum is inclusive for all learners and all students have the same opportunities.

Leigh Stationers' Primary Academy has good links with external music organisations including Young Voices, Bexley Music, Blackheath Conservatoire and Centre Stage Theatre Academy.

All pupil premium pupils have the same opportunity to access music and we ensure that there are no barriers.

The role of the music lead is shared between two members of staff to create a succession plan. Staff have training to support their subject knowledge and music leaders attend Music Hub meetings, carry out learning walks and discuss the curriculum with children to verify that the curriculum is fit for purpose.

Pupils have many opportunities to perform throughout the year. These performances include:

- Nursery's Christmas song performance
- Christmas Nativity play
- Christmas Carols Service at St Mary's Church
- Drama club
- Dance club
- Christmas Pantomime
- Year Six end of year Performance
- Young Voices at the O2
- Choir

	<p>Currently we are in the process of establishing relationships with secondary school music departments and inviting them to perform for our students in whole school assemblies.</p>
<p><b>3 – Classroom instrumental teaching</b></p>	<p>In Year 1 pupils use body percussion. Classroom instrumental teaching takes place in Years 2, 3, 4 and 5. With pupils in Years 2 and 3 learning recorders and those in Years 4 and 5 learning trumpets. In Year 6 pupils use and apply their knowledge of instrumental teaching from previous years to create music using technology (Digital Audio Workstation).</p> <p>Children have the opportunity to learn two instruments throughout their school experience. Lessons led by a peripatetic teacher are half-termly. Their development is mapped out in the music progression map. The lessons are inclusive and any gifted children will be encouraged to take up music lessons. These lessons are led by Ms Dilkes - from Bexley music.</p>
<p><b>4 – Implementation of key components</b></p>	<p><b>EYFS</b>  In EYFS children have the opportunity to develop their singing, dancing, listening, exploring music and musical instruments throughout the areas of EYFS curriculum. We take any opportunity to support our teaching with music through singing, listening, playing instruments and dancing.</p> <p><b>KS1</b>  In KS 1 music is taught for 45 mins weekly lessons by a peripatetic teacher every other half term ( Y1 - body percussions, Y2 - recorders) and the other half term is taught by our teachers using the musical programme Charanga.  KS1 children also experience learning Spanish through singing for approximately 10 minutes weekly in their Spanish lessons.</p> <p><b>KS2</b>  Our KS2 children continue to improve and build on the previous knowledge and experience of playing recorders. Introduction of trumpets in Year 4 gives children an opportunity to learn another instrument which they will carry on learning to play in Year 5, refining their technique.</p> <p>Well-structured and progressive program Charanga is taught throughout the school. Pupils have the opportunity to learn and progress in their ability to produce sounds vocally and instrumentally. Year 6 children learn digital composition using Digital Audio</p>

Workstation.

Reception, KS1 and KS2 have weekly singing assemblies where they listen to varied repertoire and sing songs from diverse backgrounds and genres.

Lessons are inclusive to all children. The needs of SEN children are assessed and adjustments are being made so they can access the lessons.

Classroom instrumental teaching – Children have the opportunity to learn two instruments throughout their school experience. Lessons led by a peripatetic teacher are half-termly. Their development is mapped out in the music progression map. The lessons are inclusive and any gifted children will be encouraged to take up music lessons.

Progression from classroom instrumental teaching – children showing interest and potential are encouraged to deepen their skills and take up music lessons

Visiting music teachers – Miss Dilkes from Bexley Music

Links with external music organisations – Bexley Music, Blackheath Conservatoire.

Pupil Premium student engagement – Pupil Premium students are encouraged to participate in music activities on offer.

Succession planning and CPD – Provide Charanga CPD to teachers or any other staff involved in delivering music lessons

Choir/ensemble – Year 5 and 6 choir after school club

Whole school singing assemblies – we provide weekly singing assemblies where children enter the hall listening to varied and diverse music. Children then sing a vast repertoire of songs.

Performance opportunities –

The children have many opportunities to perform throughout the year.

These performances include:

- Harvest Festival
- Christmas songs - Nursery

	<ul style="list-style-type: none"> <li>● Christmas play</li> <li>● Christmas Carols at Church</li> <li>● Drama club and Dancing club Christmas and end of year(end of year in theatre - performing on stage in front of a large audience)</li> <li>● Year 6 end of year performance</li> <li>● Young Voices</li> </ul> <ul style="list-style-type: none"> <li>● We also provide opportunities to our students to experience live music through: <ul style="list-style-type: none"> <li>- Christmas Panto,</li> <li>- Young voices</li> <li>- Visiting Blackheath Conservatoire to experience music delivered by professional musicians,</li> <li>- Year 6 children's end of school performance</li> <li>- Our gifted musicians' performances</li> <li>- Bexley Music's demonstration</li> <li>- Variety of concerts through use of internet</li> </ul> </li> </ul> <p>Musical engagement with feeder secondary schools – we are working on establishing relationships with Music departments of local secondary schools to prepare for smooth transition of our students and extend their opportunities beyond their Primary years.</p> <p>Additional funding from hub/charities/fundraising – PACE fundraising. To view the music curriculum and progression map click on the link: <a href="#">Music Curriculum and progression map</a></p>
<p><b>5 – Communication activities</b></p>	<p>The Principal's Newsletter contains all the important school events and dates, these are regularly sent to the school community. The newsletters can be found on the news and letters page on the school website. <a href="https://leighstationersprimaryacademy.org.uk/news/">https://leighstationersprimaryacademy.org.uk/news/</a></p> <p>Important messages and upcoming events are communicated via MCAS Within Google Classroom photos are shared of various musical experiences and events.</p> <p>Emails are sent to parents offering out of school courses along with brochures and flyers in the school's reception area.</p>

<b>6 – Evaluation process for the success of the Music Development Plan</b>	<p>Meetings with the headteacher to assess the progress of the programme - half-termly</p> <p>Music learning walks, teacher and pupil conferencing</p> <p>Communication with Bexley music - support and feedback</p>
<b>7 – Transition work with local secondary schools</b>	<p>We are in the process of establishing communications with secondary school music departments and finding out how we can implement the transition. In communication with Bexley Grammar School, and Leigh Stationers' Academy .</p> <p>Children visit schools prior to their start and are shown around all the departments.</p>
<b>8 – Budget materials and staffing</b>	<p>Charanga to be renewed in September</p> <p>Trumpets and recorders hire continues</p> <p>Enrolled in Young Voices 2025</p> <p>Choir continues on Tuesdays</p> <p>Peripatetic teacher and instruments hire/repair included in the budget - Cooperation with Bexley music</p>
<b>9 – Pupil Premium and SEND provision</b>	<p>Any cost for Pupil Premium Children related to music events will be covered by school.</p> <p>Children with SEN needing adjustments within curriculum music lessons and beyond need to be reviewed individually with SENCO.</p>
<b>10 – Summary Action Plan</b>	<p>Reintroduce Our School's Got talent biannually where children have the opportunity to perform in front of the whole school and showcase their talents.</p> <ul style="list-style-type: none"> <li>● Inviting Parents to share their musical skills</li> <li>● Liaise with secondary school music departments.</li> <li>● Arrange meeting with headteacher to discuss budget</li> <li>● Research CPD for staff and book accordingly</li> </ul>

Leigh Stationers' Primary Academy - Music Action Plan - 2024/25

Objective	Action	Impact	Rag rating
To implement an outstanding music curriculum	<ul style="list-style-type: none"> <li>• Whole school progression map for music</li> <li>• Ensure the music curriculum is structured and layered. A spiral curriculum with planned opportunities to revise and consolidate learning</li> <li>• Supporting staff as necessary</li> <li>• Ensuring consistent use of success criteria in children's work</li> <li>• Attend music lead meetings.</li> <li>• Pupil conferencing to collate children's understanding and attitudes towards music across the school</li> <li>• Monitoring music</li> <li>• Pupil conferencing to collate children's understanding and attitudes towards music across the school</li> </ul>	<p>Pupils' work is consistently of a high quality</p> <p>Across the school, pupils' work shows clear progression</p> <p>Teachers feel confident in teaching music.</p> <p>Children's work reflects age appropriate skills</p> <p>Children enjoy music and have an enthusiastic approach to learning.</p>	
To raise the profile of music in school	<ul style="list-style-type: none"> <li>• Music displays</li> <li>• Visiting musicians and performers</li> </ul>	<p>A wide range of pupil's musical experiences are celebrated and visible in our school</p>	
To promote cultural capital across the school for all children	<ul style="list-style-type: none"> <li>• Whole school music assemblies music focus</li> <li>• Every year group to study a diverse range of famous musicians</li> <li>• To plan opportunities for children to attend musical performances and concerts.</li> <li>• Plan music day for module 5 with a musician coming in.</li> <li>• Liaise with secondary school music departments.</li> </ul>	<p>To broaden the cultural capital of children across the school</p>	