

Music development plan summary: Phoenix Infant Academy

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Amanda Jarrett
Name of school leadership team member with responsibility for music (if different)	Amanda Jarrett
Name of local music hub	Slough Music Service
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.

Intent

Our music curriculum is designed with the intent to introduce young learners to the fundamental elements of music, such as rhythm, melody, and exploring music notation, while igniting their curiosity and passion for music. We aim to foster a sense of joy and confidence in music exploration, nurturing creativity and self-expression, and set a solid foundation for their musical journey as they progress through their education. We believe that every child deserves the opportunity to engage with music of all styles and from all cultures, in order to develop their own musical journey.

Implementation

Music is taught through a spiral curriculum approach where the key musical skills and learning are repeated across the Units of Work. This repetition enables more secure, deeper learning and mastery of musical skills across a breadth of repertoire. The interrelated dimensions of music are at the heart of all the learning activities. These are:

- Pulse – the regular heartbeat of the music; its steady beat
- Rhythm – long and short sounds or patterns that happen over the pulse
- Pitch – high and low sounds
- Dynamics – how loud or quiet the music is
- Tempo – the speed of the music; fast or slow or in-between
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin
- Structure – music has a structure eg an introduction, verse and chorus ending
- Texture – layers of sound
- Notation – the link between sound and symbol

The KS1 curriculum is planned to be in line with the Government's Model Music Curriculum. The Reception units perfectly feed into the KS1 curriculum. The school use the Charanga units of work as the base of the music curriculum and adapt these to meet the requirements of the children within the class.

The clearly sequenced lessons and units support the areas of the National Curriculum for Music: listening, singing, playing, composing, improvising and performing

Each unit involves a variety of musical activities, centred around given songs:

- Understanding Music
- Listen and Respond
- Learn to Sing the Song
- Play Your Instruments with the Song
- Improvise with the Song
- Composition - Compose with the Song, Create a Graphic Score
- Perform the Song

For each of the musical activities listed above, there are associated knowledge and skills and key learning and outcomes - what the children will learn and what the children will understand/know/demonstrate.

Children in KS1 all get a minimum of 60 minutes music per week. Children in Year 2 learn to play the Ukulele and children in both Year 1 and 2 also learn to play the glockenspiel. All children in KS1 have a weekly singing assembly.

Impact

As mentioned before, lesson material in KS1 is organised into six units. Over the course of each unit, children are introduced to new songs. The musical learning related to each song is incorporated into a variety of lesson activities. Simply put, children don't just learn to sing songs – they learn about all aspects of each song, including its historical connections, narrative, cultural context and style. With a performance goal associated with every lesson, children work through a series of musical activities where they acquire new – and enrich existing – musical knowledge and understandings. As lessons progress through each unit and year group, musical skills and understandings are continually reinforced, allowing for deeper learning.

The Understanding Music section of each lesson supports students in their understanding of duration, pulse, rhythm and pitch. It is designed to bring everyone together at the beginning of the lesson to learn, embed or revisit the music theory required for the unit and year. Just as we can talk and understand words before we read them, we sing, play, improvise and compose before we learn to read music or have an understanding of its language.

Every lesson across the scheme involves a Listen and Respond section, where children listen and respond to the weekly song. Through this, they gain an understanding of music's design and cultural place while learning about and feeling the impact music has on us. Learning about the elements of music is also part of this activity.

Each Learn to Sing the Song section ensures children practise and rehearse their singing skills while discussing elements of music associated with each given song. Children will have warmed up their voices in 'Understanding Music'.

Throughout each unit, children engage in playing instruments, improvising, and composing. These activities further allow children to directly use and manipulate the elements of music.

Ultimately, the music provision for children at Phoenix Infants allows them to develop their own musical identity through musical appreciation, developing their technical knowledge and performance opportunities. Children love music at Phoenix!

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.

As part of our co-curricular timetable, we work in partnership with the Slough Music Service which enable us to have access to some performances and small concerts, trips and visits to local places such as Reading Hexagon and opportunities to take part in events such as Slough Christmas Carol Concerts.

Children have access to Singing Club which takes place weekly.

Children are able to take Rocksteady Band lessons, with the option of learning guitar, keyboard, drums or vocals. Children then perform with their band to the school on a termly basis.

Leaders plan enrichment opportunities across the school year using our co-curricular approach, in which we allocate extra-curriculum visits/visitors, performances, and additional opportunities to complement teaching within the classroom.

There are opportunities for pupils to join the school choir, run in conjunction with the Slough Music Service through singing club. Occasional performances for school in assemblies and other experiences such as visiting elderly people's homes at Christmas.

The school also have dance opportunities, and last year, our dance group performed as part of the Slough Sports Network in their first Dance Festival. We are signed up for this for 24-25 (April 25).

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.

We provide various additional music opportunities for children across the school. Last year we held drumming workshops for all classes and in 24-25 Singing Hands workshops will be held later in the year.

There are often events that pupils take part in throughout the year such as, performing at Reading, Hexagon (dates TBC for 2024-25) and St Mary's Church for the Slough Christmas Carol Concert. Opportunities such as these are opened to all children and these children are our school choir.

We fund 4 children (PPG) to have access to Rocksteady lessons and all other parents are able to pay for lessons. These are open to all children from Reception to Y2.

There is an annual Christmas Nativity that takes place in December that Reception perform. Year 1 and 2 perform in the Spring and Summer terms. Class assemblies are to start this year and parents/carers are encouraged to attend these events, supporting and celebrating with the children. Children have the opportunity to perform as part of "Phoenix Got Talent"

In the future

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

- Provide further fresh experiences in the form of concerts, visitors, trips, choir: this to include opportunity to see the Royal Ballet with selected Y2 children, potential opportunities for chd to see orchestras live, liaising with GJA for Y2s to listen to their steel pan band etc.
- Purchase additional glockenspiels for Charanga lessons
- Continue to develop opportunities for choir singing
- Training for Artsmark
- Review composers taught through Charanga and develop further opportunities to diversify and increase knowledge.

Further information (optional)

At Phoenix Infants, we are committed to provided high-quality, accessible for all, music provision. We aim to review this document yearly in order to keep our high aspirations for all pupils. In addition, our further aims include:

- A termly school performance
- Phoenix Infants work in partnership with the Slough Music Service

The Department for Education have published a guide for parents and young people on how they can get involved in Music in and out of school, and where to go for support beyond the school.

https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The_Power_of_Music_to_Change_Lives.pdf