

## Oak Lodge Primary Music Development Plan

How does your provision ensure every aspiring musician in your school can access the high-quality opportunities they need?

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| <p><b>Vision and Intent</b></p>   | <p>At Oak Lodge Primary School, we aim for all of our pupils to develop a love and connection with music, whatever that means to them. We want to expose children to a range of cultures and types of music to demonstrate the wide variety of musical appreciation there is in our school but also all over the world. Our intention is to provide a high-quality music provision that encompasses a range of skills and exposure. Within music there are a wide range of skills that must be used, such as collaboration, communication, celebration and challenge. It is also important to ensure our music curriculum is accessible to children of all ages and abilities, as we know how universal music can be as a language and for children with SEND this can be a way into learning and engaging with peers.</p> |   |  |  |
| <p><b>What do we include in our provision at Oak Lodge?</b></p> <p><b>In the classroom</b></p> <p><b>Beyond the classroom</b></p> | <p><b>Our plan for delivering high-quality music education and supporting children's progress</b></p>  |   |  |  |
|   |  | <p><i>Where are we now?</i></p>           |  | <p><i>What will we do next?</i></p>  |
|   | <p><b>Curriculum (setting the foundation)</b></p> <p><b>High quality music provision</b></p>   | <p>High quality weekly music lessons.</p> | <p>We have implemented a new scheme SingUp, which is used across the school EYFS – Y6. This scheme delivers high quality sequential lessons across the school, supports teachers in their curriculum knowledge and allows children to build on their skills each year.</p> <p>As a school, when adopting and carrying out this scheme we ensure:</p> | <p>Continue to develop planning to suit needs of pupils.</p> <p>Use pupil voice opportunities to enhance planning.</p> <p>Develop Early Years practice to include musical questioning.</p> <p>Increase use of recordings</p> |

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|  |  |                 | <p>Music is inclusive for all learners.</p> <p>Music is taught consistently for every year group every week across the year and is within every timetable.</p> <p>The scheme underpins the EYFS curriculum and National Curriculum expectations and suggested approaches of the Model Music Curriculum.</p> <p>All children get the chance to perform at least once a term this is through whole class performances that are recorded on the iPad (progression snapshots) or through class assemblies.</p> | <p>for reflection and self-evaluation.</p> <p>Create, share and embed list of questions to use for reflecting critically on learning. As outlined on medium term planning.</p> |
|  |  | Vocal provision | Singing assemblies once a week throughout the year.  | School choir to produce an end of term performance and be involved with other yearly concerts.   |

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|  |  | <p>Listening Curriculum – Co-curricular?</p> | <p>Music chosen for each assembly 4 times a week for the children to listen to as they enter. Correlates with the global themes and the topic of the assembly.</p>   |   |
|  |  | <p>Performance opportunities</p>             | <p>Music summer concert – children of all abilities had an opportunity to perform to an audience.</p> <p>Rocksteady Concert to children and parents – 6 bands with singers.</p> <p>Assemblies: peripatetic teachers &amp; pupils perform to KS1 &amp; 2</p> <p>Music/Drama performances – Early Years Christmas Nativity for Families, Y1/2 - Christmas nativity to parents, Year 3-6 Christmas Carol Concert Year 6 Leavers production.</p> | <p>Implement more concerts across the year e.g. Christmas carols and instruments.</p> |
|  |  | <p>Music Cupboard resources</p>              | <p>High quality instruments (tuned and untuned) displayed with names and images to support knowledge for children and staff. Enough</p>  | <p>Continue to audit the cupboard and restock if required.</p>                        |

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|   |  |                            | resources for children to make own choices for sound and play own tuned instruments to develop skills.   |  |
|   |  | Communicating with parents | Opportunities for parents to attend class assemblies and concerts/productions  | Begin sharing musical learning on Seesaw     |
|   |  | Annual action plan         | Each year areas identified to move music on and maintain high priority.  | SL folder.                                   |
| <b>Co-curricular</b><br><br><b>Beyond the classroom</b> |  |                            | Music lessons offered and undertaken in school; children given opportunity to perform using their skills in productions across the school.   |  |
|   |  | Vocal                      |  | Choir to be implemented for KS2 Years 3 & 4. |
|   |  | Progression strategy       | Sing Up Music includes 'progression snapshots' for each year group from Year 1-6. One song is taught in Term 1 revisited and developed in Term 2 and 3 as well as skills and progression |  |

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|                   |                         |  | document across EYFS-Year 6.<br><br>Video evidence to show evidence of progressing. This helps teachers to monitor progress.<br><br>Instrumental learning inclusive for ALL pupils. Adaptions made where needed. |  |
|                   | <b>Enrichment</b>       | Live performances  | Continue strong working relationship with Bromley Youth Music Trust.<br><br>Y2 & Y5 visit the theatre throughout the year.   | Musical visits e.g Young Voices. Performances done in local churches.              |
|                   |                         | Career pathways  | Continue to identify music careers through learning in classroom and external experiences. Signpost parents to opportunities outside of school for children to pick up musical opportunities.                    |  |
| <b>Leadership</b> |                         | <i>Where are we now?</i>   |  | <i>What will we do next?</i>   |
|                   | <b>Headteacher (DL)</b> | Supportive headteacher who encourages musical learning and progression throughout the school for all pupils. |  | Work with music lead to implement more music opportunities and exposure in school. |

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|                                      | <b>Subject Leader (LM)</b>   | Musician and strong musical knowledge to share with colleagues and children. Continue to work closely with external sources such as Rocksteady and BYMT. |  |
|                                      | <b>Teachers</b>  | Supportive teachers who understand and believe in the importance of music. Inquisitive and always ask for support in ensure the best for their pupils.   |  |
| <b>Communities &amp; Partnership</b> | <i>Where are we now?</i>   |  | <i>What will we do next?</i>   |
|                                      | <p>Bromley Youth Music Trust – very strong working relationship for many years. Take advantage of free opportunities and work together.</p> <p>Rocksteady provides lessons weekly and performance opportunities.</p> <p>School community – support musical events.</p> <p>Continue to work closely with schools across MSLT.</p> <p>PTA – supportive of events, providing some funding towards travel.</p> |  | <p>Maintain relationship with BYMT and Rocksteady.</p> <p>Find opportunities to perform within the community, invite community members in to perform to our children.</p> <p>Continue to signpost external family events to support parents with musical learning.</p> |