

### Subject Action Plan 2024-25

**SUBJECT:- Music**

**Overall Subject Priority:- To enhance the role of music education in the school to improve children’s academic, social and emotional development, taking account of the recommendations from “The Power of Music to Change Lives”**

	Success Criteria	Action Planned	Timescale Start	Timescale End	Lead Person(s)	Resources	Monitoring Arrangements	Evidence and Evaluation	Progress To date:
R E V I E W  O F  C U R R I C U L U M  O F F E R	<b>Audit of the curriculum coverage and delivery of the Charanga music scheme ensures every child has access to high quality music education</b>	<ul style="list-style-type: none"> <li>• Audit curriculum coverage to reduce unnecessary content</li> <li>• Review progression of knowledge and skills so that children are clear what they are learning and how it builds on previous learning experiences</li> <li>• Plan regular progress reviews, deep dive etc.</li> <li>• Conduct a survey with staff to identify any gaps in knowledge and skills</li> </ul>	Sept 2024	July 2025	Elisha Carter	Long term planning  Medium term planning  Audit  Progression of skills  Knowledge mats  Book Looks	Learning walks Work/book shares  Talking to children Assessment data bi-annually Target tracker		
	<b>All children receive the equivalent of one hour music teaching per week</b>  <b>F1 to Year 2 children can talk about basic music concepts (rhythm, melody, singing and movement)</b>  <b>Year 3 to Year 6 children can demonstrate skills of playing an instrument, reading music, composition and music appreciation</b>	<ul style="list-style-type: none"> <li>• Review units of work to ensure planned activities enable children every opportunity to achieve planned outcomes</li> <li>• Planned activities cover development in children’s understanding of rhythm, timbre, pitch, composition</li> <li>• Ensure the development of singing is a golden thread running throughout the curriculum</li> <li>• Planned singing opportunities ensure that children sing with accurate pitch in unison with attention to phrase and dynamics</li> </ul>	Sept 2024	July 2025	Elisha Carter	Progression of skills  Data  Medium term planning  Choir  Instrumental lessons  Year Group Performances	Learning walks Work/book shares Talking to children		

		<ul style="list-style-type: none"> <li>Assemblies offer an opportunity to sing, as a class, in year groups, across year groups</li> <li>Children are given the opportunity to perform as a class or ensemble (singing)</li> </ul>				Online learning opportunities			
C O - C U R R I C U L A R  O F F E R	<p><b>Continue to have at least one vocal and one instrumental/ music based ensemble.</b></p> <p><b>Children to experience live music as an audience member</b></p> <p><b>Aspiring musician in their school can access high-quality opportunities. To reach their full potential, pupils may want to attend a Saturday Music Centre or a local ensemble, in school or beyond</b></p>	<ul style="list-style-type: none"> <li>Continue to offer one-to-one or small-group instrumental tuition (cello/violin) over and above the children's classroom experience, regardless of their personal circumstances</li> <li>Work with the Music Hub to identify appropriate provision or other options for support, such as instrument loans or weekend, after-school or holiday provision like Saturday music centres (above and beyond ukulele tuition)</li> <li>Children are given the opportunity to perform, regardless of whether they pursue co-curricular music - in school, and to parents or carers in concerts, assemblies, shows, and beyond school wherever possible</li> <li>All children will experience live music as an audience member at least once a year</li> </ul>	Sept 2024	April 2024	Elisha Carter	EFF Research – First Thing Music EYFS/Y1 (progress in reading)  Enrichment clubs  Trips  Musical performances (e.g. Key Strings, theatre, Liverpool Philharmonic visit)	Year group meetings/Subject team evaluations		
I N S T R U	<p><b>All children are given the opportunity to master the glockenspiel</b></p>	<ul style="list-style-type: none"> <li>Initially, pupils should experience the mechanics of how instruments create sound, exploring simple class</li> </ul>	Sept 2024	March 2025	Elisha Carter	Long-term overview	Staff meetings/year group meetings		

<p style="text-align: center;">M E N T A L  T E A C H I N G</p>	<p><b>Through support from the music hub, Year 3 children to learn the ukulele</b></p> <p><b>Children develop in confidence playing either the glockenspiel or ukulele, with the basic skills to produce an effective sound and the beginnings of a range that enables them to play a simple tune in an ensemble with others</b></p> <p><b>Children are confident to engage in a performance by the end of the unit of work</b></p>	<p>instruments, such as simple hand or tuned percussion and recorders, in early years/key stage 1.</p> <ul style="list-style-type: none"> <li>• Children continue to explore percussion and pitched instruments (glockenspiels, ukuleles, violin, cello</li> <li>• Children who are interested start the process of mastering a chosen instrument (progressing to smaller group tuition).</li> <li>• Children participating in musical tuition are given opportunities to meet musical peers through joining local ensembles and potentially progress on to regional and/or national ensembles</li> </ul>				<p>Medium term planning</p>			
<p style="text-align: center;">S U B J E C T  P R I O R I T I E S</p>	<p><b>By learning to listen critically, children are able to classify music to particular genres as well as evidence a deeper understanding of the context of when a piece of music was written, how it is constructed and the impact it can have on the listener</b></p>	<ul style="list-style-type: none"> <li>• <b>Composing and creating music</b> Provide listening opportunities across a broad range of music genres so that children can make links with composing and performing Children develop the craft of creating simple melodies and perform these short pieces to their peer</li> <li>• <b>Use of music technology in the classroom</b> Introduce the use of music beats in line with the Charanga Model Music Curriculum to key stage 2, allowing them to explore digital composition.</li> <li>• <b>Listening</b> Ensure children have the opportunity to listen to and appreciate a variety of musical genres.</li> </ul>	<p>Sept 2024</p>	<p>July 2025</p>	<p>Elisha Carter</p>	<p>CPD opportunities</p> <p>Charanga</p> <p>Research Meeting minutes</p> <p>Portfolio</p> <p>Book Looks</p> <p>Medium term planning</p> <p>Pupil Interviews</p>	<p>Staff meetings/ planning amended to reflect any necessary changes</p>		