



Vallis First School's Music Development Plan 2023-2028



Music Lead	Rikki Holmes	Curriculum Lead	Tracey Messenger
Date Written	11.07.23 (Nick Firkins Agreed)	Review Date	Termly / Annually
Vision and Intent	<p>At Vallis our aim is to allow all children to develop a life-long love of music, in a school with a musical atmosphere through levelling up the opportunities we offer as a school, aiming to provide a wide range of quality musical experiences which engage and inspire them. At the heart of the music curriculum are creativity, curiosity and excitement and children who are developing increased self-confidence, self-esteem and collaborative skills. We aim to build a curriculum with musical sound at the cornerstone with a progressive pathway for every child. Music opportunities will support children's mental health and allow them time to express their emotions.</p> <p>Our vision is to enable all children at Vallis to learn to sing, play a musical instrument and create music together, whilst having the opportunities to progress their musical interests and talent.</p> <p>Children will perform, listen and analyse critically, sing, improvise and compose music and understand the musical elements as building blocks within music.</p>		
What do we include in our provision at Vallis?	Our plan for delivering high-quality music education and supporting children's progress		
	<i>Where are we now?</i>		<i>What will we do next?</i>
	<p>Curriculum (setting the foundation)</p> <p>High quality music provision</p>	<p>High-quality weekly music lessons – Sing Up Scheme of learning used across the school.</p> <ul style="list-style-type: none"> • Music Specialist – Violins SSE • Planning is based on procedural, declarative and tacit knowledge with a spiral curriculum with small, incremental steps in learning. • Music is inclusive for all learners. • Music is taught consistently for every year group every week across the year and is within every timetable. • Singing assemblies are scheduled and live performances are offered throughout the year. • School Choir is in its developing stage. <p>In Early Year music is delivered through holistic practice as an integral part of early development and that</p>	<p>Use pupil voice to develop planning.</p> <p>This year we now offer Djembe drumming within our school, some of our KS2 pupils participate in lessons and workshops as a part of their music education. (2024-2025)</p> <p>Support EY staff to plan topics across the four musical areas on new grid. (Spring 2025)</p>
In the classroom			
Beyond the classroom			

musical development matters. Children are engaged with sound throughout the day in addition to their taught lesson. In addition to this, Sing Up is taught in Spring and Summer, with singing being a core focus in the Autumn term.

KS2 learn musical instruments – KS1 do not currently learn to play a tuned instrument.

Music planning follows the Sing up scheme which is in line with the New Music Curriculum.

KS2 music continues to build learning in small, incremental steps. Pupils develop their playing with increasing accuracy, fluency, control and expression. Listening develops aural memory and children develop an understanding of the history of music by using the learning timeline to place and sequence pieces, spotting links between them and seeing the history of music develop.

Pupils in KS1 and KS2 have music lessons for a week and is taught by the class teacher.

R and Year 1 – music lessons taught by TA (Music Teacher)

Develop EY practice to include musical questioning.

KS1 music turns musical play into playing musically - As Year 4 pupils receive Violin lessons we are keen to offer something similar to KS1 pupils such as recorder or ukelele lessons. This will require upskilling of staff members to teach such instruments and if ukelele's are chosen then there will be a purchasing factor to consider.

Embed the use of recordings for reflection and self-evaluation. Sing-up modules that have the progression snap-shots should be videoed and appraised as the teachers move through the modules. (September 2024 Update)

Staff CPD and training on Sing Up.

Create, share and embed list of questions to use for reflecting critically on learning.

Develop recording and reflection of music using class floor books for Assessment of Learning.

Use floorbooks to record musical development in the classroom.

			<p>Snapshots of skills and stick knowledge. Teachers to use to assess progressively against the ready to progress skills and knowledge of the curriculum spine (September 2024 Updated)</p> <p>Timetable – Music assemblies into the school year</p>
	Whole Class Ensemble Tuition (WCET)	<p>Our WCET takes place in Y4 and is a year-long project supported by one instrumental specialist teachers. Stringed instrument.</p> <p>As the project progresses (covering the Y4 skills progression document) children move towards reading and playing staff notation.</p>	<p>Christmas and End of year performance.</p> <p>Identify whether insurances for the musical instruments will allow for us to send them home to encourage them to practise outside of school.</p>
	Vocal provision -	<p>20 minute fortnightly separate key stage singing assemblies led by class teacher. Focus on enjoyment and being part of a massed choir rooted in skills development.</p> <p>All staff have access to Sing Up resources. School sing at times of celebration and massed events.</p>	<p>Include a greater number of songs in different languages</p> <p>Look into being accredited with a Sing Up award</p> <p>To create and develop a vocal ensemble group – school choir (Currently this is under review due to low numbers October 2024 – Choir Master raised profile in Halloween Assembly to show case choir.)</p>
	Listening Curriculum – Co-curricular	<p>Throughout the year we work with Jackdaws music to receive Staff CPD and participate in wider musical experiences such as last year’s Year of the Recorder and Frome school’s opera. We also have links with the Frome Choir who we join to sing with in their rehearsals and Christmas Concert.</p> <p>An outside tutor comes in to run an afterschool Djembe drumming club once a week which is open to pupils</p>	<p>To embed – 2024-2025) In assemblies each half term there is a musician each term for each phase throughout school.</p> <p>One piece of music is identified and used for the week as children enter school so can be heard across the school following a key musician, theme and/or instrument.</p>

		<p>Years 1-4. There is a charge for this club where a pupil premium subsidy is available.</p> <p>Private piano lessons are available during lunchtimes and afterschool and run on a small-group basis. These are charged lessons at the Piano Teachers rate.</p> <p>Once a week we have an afterschool choir which is run by a professional conductor and pianist. Pupils Year 2-4 are a part of this. They enjoy performing to the school at the end of each term and to our wider community at celebrations and events throughout the year.</p>	<p>Create a listening sign (linked to the piece of music they hear each assembly) that will be displayed in the dinner hall showing the area of focus – including images, location in the world/place in time etc.</p> <p>Continue to decolonise and ensure equal balance between male/female and diverse range of composers/musicians</p> <p>From September 2024 we are lucky to have a Music Room within our school. Here we have a piano and extensive range of instruments for pupils to use both inside and outside of their music curriculum lessons. It is also where our Djembe drumming and Choir clubs happen.</p>
	Performance opportunities	<p>Music outcomes are often shared and performed either live to parents – Christmas Carol Service, End of Y4 Assemblies, KS1 Christmas Musicals, Harvest Celebrations.</p>	<p>Identify opportunities for Choir, drummers and violinists to perform throughout the year. eg singing with local care home, performing at local Music festival, singing at church fete, School Fete etc</p> <p>Look into local competitions and events to participate in.</p>
	Music resources	<p>Broad range of instruments (tuned and untuned) African drumming</p>	<p>Designate an area for Musical Instruments so that they are displayed and clearly labelled to support knowledge for children and staff. (September 2024)</p> <p>Build on instruments to ensure we have enough high-quality resources for children to make own choices for</p>

				<p>sound and play own tuned instruments to develop skills.</p> <p>Working wall displays in music room to support learning (removable or constant displays) – clear elements board with appropriate language, skills board to identify learning for session, rhythm display with school terminology, staff notation with pitch names, graphic notation ideas, recorder / ocarina chord diagrams.</p> <p>Music display - develop 'Our learning timeline' – a display board to add musicians and composers in their correct place throughout time. Allows chn to make links between musicians/composers and see the development of music throughout time. (Started and ongoing from September 2024)</p> <p>Continue annual health and safety check and re-stock as needed.</p>
	Communicating with parents	Music at Vallis on school website sets out Intent, implementation and impact and curriculum skills coverage.		Parents are kept up to date with daily news by: Music news on school website, Visits into school to share with learning and learning outcomes.
	Transition	Pre-school No current links with pre-schools		Transition: plan singing sessions together with chn and EY team. Suggested working from Musical Development Matters document in line with school EY planning with a focus in the short term on Vocalising & Singing,

			using World Nursery Rhyme week as a launch with parents involved.	
		Secondary No current links middle schools	Contact middle schools. Look at possible performance opportunities for their students/staff. Discuss transition unit	
	Annual action plan	Progression of skills Learning intentions and sticky knowledge has not been identified To identify key ready to progress skills that inform end of year assessments of children.	Progression of core knowledge to create a spine that is inline with NC. (September 2024) Each year areas identified to move music on and maintain high priority.	
	Co-curricular Beyond the classroom	Instrumental learning KS1 – no current instrument KS2 – Year 4 – Violins Djembe Drumming Music Clubs 2024-2025 currently include: Piano, Dejembe drumming and Choir.	Develop Performance opportunities – perform to KS1 during singing assemblies Christmas lunch – group performances – Elderly homes Summer Concert – group/individual performances as well as orchestra performances Continue to signpost ensemble opportunities outside school community Sign up for practice slots to encourage attendance – before school?/break times?	
		Vocal	Vallis – Vocal Choir for children in Y3, Y4 Inclusive and open to all, adult provision offered for any pupils who need 1:1 support.	Singing on the playground Identify opportunities for performances out of school. Find a teacher who would be willing to create a young choir with KS1/EYFS.
		Ensemble	Piano lessons – provided for children (Paid tuition)	

		Progression strategy	Includes rhythm notation teaching (Y2 & Y3) and beginning of staff notation referring to pitch. Instrumental learning inclusive for ALL pupils. Adaptions made where needed.	Build-up skills of first access to instrumental learning in KS1 – ready to progress when they reach Year 3. Children identified for external groups and parents signposted. School, town and surrounding vocal progression routes shared with parents.
	Enrichment	Live performances	Cultural capital experienced through: Carol Concert at Christmas , Harvest Y3 and Y4 put on service for families and EYFS and KS1 Christmas Musical for families. Throughout the year pupils from our choir get opportunities to perform both to our school and wider community. Those who are not a part of our choir also get such opportunities through events such as our Harvest Festival, Christmas plays, Christmas Carol concert and Year 4 leaver’s production. All of these performances are either free of charge or invite a small donation. Parents and members of the community and really positive when attending these events and praise our pupil’s performing skills. Our partnership with Jackdaws Music provides our KS2 pupils with opportunities to perform alongside pupils from other schools in Frome. There is a charge for these performances such as last Year’s Frome schools opera.	Somerset SINGING competitions – 2024-2025 to enter as a school after Christmas Performance. Develop a working relationship with Somerset Music Hub – identify how they can support and help us to improve our music offer.
		Career pathways	Continue to identify music careers through learning in classroom and external experiences. Signpost parents to opportunities outside of school.	
Where are we now?				What will we do next?

Leadership	Head Teacher/ Governors	Supportive Curriculum Lead and Subject lead who believes in power and value of music education.	Discuss provision of music with linked Governor
	Subject Leader	Rikki Holmes Musical ability – Yulia (Music Teacher)	Access to CPD throughout the year – develop role as a Subject Lead
	Teachers	Supportive teachers who understand and believe in the importance of music – increasing confidence with the use of sing-up resources and reduced LT overview of skills. During Church concerts – additional specialist (Yulia) plays the piano for the performances in Church.	Develop and continue supporting the development of music with CPD training. CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery. Work with music specialists from other schools within the academy to provide opportunities to coach teachers. Use of CPD resources from Sparkyard including videos, webinars and face to face training.
	Pupils	Pupils who LOVE music, who value enrichment opportunities and love musical learning. They say:	Pupil Curriculum Group to evaluate and inform planning, support with practice slots. Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision. Singing leaders to lead singing on the playground and support in singing assembly?
	Where are we now?		What will we do next?
	Somerset Music Hub – yet to work with as a school School community – support musical events / performances.		Maintain relationship with SMH - Take advantage of free opportunities and work together.

**Communities
&
Partnership**

Find opportunities to perform within the community, invite community members in to perform to our children.

Identify and signpost external family events to support parents with musical learning.