

Music development plan summary

Castleford Park Junior Academy

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	Rebecca Ibbotson
Name of school leadership team member with responsibility for music (if different)	Kathryn Law
Name of local music hub	Wakefield Music Hub
Name of other music education organisation(s) (if partnership in place)	Wakefield Music Services Rocksteady Link Learning

Curriculum music

At Castleford Park Junior Academy, we use our own sequentially planned music curriculum throughout school, detailing substantive and disciplinary knowledge progression and supporting teachers with developing the technical knowledge to be able to teach music in incremental sequences.

Our plan fulfils the statutory requirements of the National Curriculum with teaching from Wakefield Music Services instrumental experts alongside this and the added support of the 'Sing up' music curriculum to enrich our planning and teaching.

Our music long term plan is supplemented with 'teacher planning aids' developed to support non-music specialists to feel confident teaching music to their pupils. Our plans develop children's understanding of fundamental music elements over time, revisiting: pulse, rhythm, pitch, tempo, dynamics and structure in different contexts and across a broad range of musical genres.

Each sequence of learning detailed in our long-term plan builds to an end outcome where pupils are showcasing either their performance, or composition ability to an audience, allowing pupils to understand the importance of rehearsal, regular evaluation and practice when being a musician.

This progresses from using body percussion, to untuned percussion, before being able to play tuned instruments and the ukulele. Pupils have an opportunity in both Year 5

and Year 6 to develop their understanding of chords, reading musical notation and composition, learning ukulele from an expert teacher.

Singing is a fundamental part of each learning sequence and pupils follow musical scores when singing from their starting points in Year 3. This helps them to build an understanding of how music is read and understood, alongside developing their voices and their ability to sing and perform confidently in four parts by the time they reach the end of KS2.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to. This subsequently also teaches them to respect and appreciate the music of all traditions and communities.

Implementation – Children experience a music lesson each week as we know that their ability to perform with continued skill and knowledge will develop from regular and consistent practice. This will be 30-45 minutes in Year 3 and will progress to lessons of at least 1 hour per session in Year 6.

Each lesson will begin with an opportunity for revisit, ensuring pupils have the foundational skills needed to be successful in the lesson and have an opportunity to continue practising developing their musicality consistently.

It will introduce any tier 3 vocabulary that is needed for the lesson as part of the success criteria and teachers will remind pupils of how this part of the sequence of learning fits into the bigger picture and the eventual outcome. Pupils are then expected to use the tier 3 vocabulary taught, to critique their work in the lesson as it progresses.

Adaptive teaching to support all pupils - We recognise that there are children of widely different musical abilities, with different experiences, in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Challenge/scaffold that is bespoke to individual needs;
- Grouping children by ability in the room and setting different tasks to each ability group, using Kagan structures;
- Providing resources depending on the ability or needs of the pupil;
- Being responsive to the needs of our pupils in each lesson as they arise – planning aids provided support teachers in anticipating misconceptions or obstacles that may occur and suggest ways to remove these barriers in the moment

Extra-curricular music

‘Rock Steady’ is an external company that parents can sign their children up to in order for them to learn how to play an instrument within a band for a series of lessons,

including drums, guitars, keyboards, bass guitars and their voices. These sessions take place weekly, within the school day, leading up to a performance for parents. The children work with the band leader to formulate a band name and create an advertisement campaign alongside their practical learning.

Link Learning provide onsite guitar and keyboard individual lessons – paid for by parents and accessible to all pupils interested.

Wakefield Music Services deliver drum, brass and woodwind lessons to a variety of children in school and regularly hold introductory sessions to encourage pupils to sign up – paid for by parents and accessible to all pupils interested.

The music leader runs a **choir** termly for any children who would like to take part in main school. This club takes place after school and the children will learn to sing a variety of songs which they then perform to the wider community. The choir also work towards being part of 'Young Voices' each year, performing as a huge ensemble at Sheffield Arena.

School offer a £50 pupil premium budget to each family in receipt of pupil premium and this can be used to pay for extra-curricular music lessons.

Musical experiences

In addition to planned curriculum time for music, children also have additional musical experiences occurring during the school year and contributing to the overall time allocation for music.

Every week, children take part in a singing assembly. Songs allow pupils to practise skills learnt during their music lessons and are often planned to link to thematic events. During these assemblies, the importance of vocal health and warming up is explicitly modelled to children.

All pupils have the opportunity to experience regular live musical performances whilst at Park Junior. They visit a rock and roll pantomime at the theatre each year and are invited to watch their Key Stage 3 and 4 peers perform at Castleford Academy. They also take part in regular musical performances: Year 3 perform at a Christingle service each year, Year 4 lead a Harvest Service for their parents, Year 5 children lead Easter Service and take part in 'Active Arts' with schools from across the Trust where they perform songs to a large audience; and Year 6 perform at their Leavers' Service and work towards performing a musical before leaving for High School.

Visitors are also used to enhance the music curriculum where appropriate – for example: concert bands performing for the pupils at Christmas and demonstrating the technicalities of their instruments alongside the carols they perform.

In the future

- Transition opportunities – we would like to work more regularly with our feeder infant schools considering their musical journey. Both to understand in detail what pupils are taught and what instruments they experience and also to strengthen the transition of teaching the core musical elements that pupils need to continue to build on to become competent musicians
- The music leader continues to work alongside teachers to ensure that they can confidently and competently teach all elements of the music curriculum with confidence – expert performers supplement this, giving teachers another avenue to understand what effective music teaching should look like

Further information

CPD - We value the importance of quality first teaching and recognise the need for teachers to have a strong subject knowledge in music.

Ongoing CPD is provided to teachers through our instructional coaching offer and opportunity to experience 'learning hubs' where high quality practise is showcased by experts and music leaders.