

Music development plan summary: Parkside Primary School



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	Louise Luckie
Name of local music hub	Waltham Forest Music Service Hub
Name of other music education organisation(s) (if partnership in place)	iRock 1 Note/ 2 Notes Music Academy ArtsMark- Silver SingUp Charanga

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

Our aim is to make sure that every child at Parkside has a variety of musical experiences and leaves our school with an enthusiasm and love of music and the arts.

We encourage creativity within Music lessons. Children have opportunities to compose their own music, collaboratively or independently, using instruments and their voices. We believe that music should help children to develop the skills to work together harmoniously.

As part of the Music provision at Parkside, children attend a weekly whole school singing assembly. In addition, professional music teachers provide tuition in Year 3 (recorders), Year 4 (trumpet), Year 5 (guitar) and Year 6 (Advanced guitar). Children in Year 2 have the opportunity to learn to play the African Djembe drums within their lessons and children in Nursery, Reception and Year 1 explore and play a variety of tuned and untuned instruments. We would like children to grow into confident performers. At Parkside, they have

opportunities to share their skills in concerts, productions and other performances throughout each school year. Please see our music curriculum booklet on the school website (click the link: [parksideprimary/our-music-curriculum.pdf](https://www.parksideprimary.co.uk/our-music-curriculum.pdf))

Our Music Curriculum Construction

The driving force behind the construction of the music curriculum at Parkside Primary School is to give the children as many opportunities as possible to have hands-on experience of a range of instruments. Concurrent with this, we aim to provide a multitude of occasions where the pupils can perform to others. We want every child in this school to feel confident enough to perform in front of an audience. We also want them to enjoy this process. With these aims in mind, children in Year 3 are trained to play the recorder, children in Year 4 have teaching in playing the trumpet, children in Year 5 have tuition in playing the guitar and Year 6 have advanced teaching also in the guitar [all from specialist (peripatetic) music teachers]. Further to this, in line with giving our Year 6 students enhanced responsibility, they also have the task of learning new songs and teaching them to the rest of the school. Children in Year 2 have the opportunity to learn to play the African Djembe drums within their lessons and children in Nursery, Reception and Year 1 explore and play a variety of tuned and untuned instruments. We have specialised input from professional music teachers. Music teachers come from either Waltham Forest Music Hub or a local Music Tuition Academy (1 Note/ 2 notes).

During the 2023-24 academic year, we were selected to become one of Waltham Forest Music Hub's Lead Schools for Music. During this year, we also achieved ArtsMark Silver.

Children in EYFS (Nursery and Reception) are exposed to music learning during 'free-flow' activities throughout the day and during input for the specific area of 'Being Imaginative and Expressive'. Children in KS1 (Year 1 and 2) and KS2 (Year 3,4,5 and 6) all have a dedicated session of music each week-Sessions in KS1 and in KS2 are up to an hour long. All of the above is alongside singing assemblies (in all key stages) and opportunities to perform.

We also hold a weekly singing assembly where the children sing a range of songs including specially written Parkside songs – set to a variety of modern music. This impacts with extreme positivity on the children in terms of SMSC and also in terms of their own music appreciation and composition. Some of the children have produced their own versions of well-known songs for class assemblies or events like talent shows. They also sing songs accompanied by the piano, which is a different skill from singing to a pre-recorded accompaniment. Additionally we have the 'Composer of the Week' and their music is played at the beginning of assemblies during that week. We choose from a range of genres, instruments and times. This adds to the children's musical lexicon.

Some of the regular opportunities afforded to the children to perform are:

- Class assembly [including Reception] performed to parents/carers [apart from Nursery].
- Maths Day assembly, arranged by Year 6, for the whole school [apart from Nursery], where the Year 6 children teach the other children new maths songs.
- Reception Nativity performed to parents/carers and their families.
- Nursery Christmas Songs performed to parents/carers and their families.
- KS1 + KS2 carol concert for parents/carers and their families.
- KS1 + KS2 musical Nativity, arranged by Year 6, for special visitors [including The Friends of Parkside and neighbours of Parkside] and parents/carers of Year 6 children.
- Musicality – a celebration of song performed by the whole school [apart from Nursery] for parents/carers and their families.
- Year 6 Leavers Production.
- Talent Shows arranged by Year 6 children.

We have a range of visitors to the school performing to the children, as we feel hearing music played live is an incredibly enriching experience. This has led to many children taking up the opportunity to have instrumental lessons during the school day. We place so much importance on the effect of our music provision that specialist teachers give individual [paid] tuition and timetables are changed regularly so that the recipients don't continually miss the same curriculum subject. A choir runs at lunchtime and after school.

As a consequence to these enhancements to the provision of music at Parkside we realised we needed a scheme that would:

- Be non-specialist friendly
- Cover a wealth of different musical genres and styles from a range of time frames.
- Tap into the children's love of singing
- Not limit teachers with experience of music
- Allow utter flexibility to allow us to pursue other avenues of provision as appropriate

We have therefore adopted the Charanga Primary Music Curriculum as it fulfils the needs outlined and enhances our provision in a multitude of other ways. Charanga is a spiralised curriculum which uses repetition to aid memory, retention and retrieval and to gradually deepen learning. It also means it is inherently flexible. **Charanga follows the Model Music Curriculum.**

Mastery in our music lessons

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Each strand of musical learning from Reception to Upper Key Stage 2 enables the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts as they shift along the spiral learning curve. Repeating a musical skill does not mean their progress is slowing down or their development is moving backwards! It is just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Listening and Appraising

The aim of this scheme is to engage children with a wide variety of music and to encourage their love for it to grow. The last thing we want is for them to put music into 'boxes': "I don't like classical music" or "I don't like jazz". We want them to listen to ALL STYLES and to have informed discussions about that music. It is important to remember that Stevie Wonder and Pharrell Williams are as important within the history of music as Beethoven and Stravinsky. Contextualisation is key to understanding the place of the development of all musical styles within history. Stravinsky was composing at the same time that Charlie Parker was improvising and composing and they both influenced musical development and each other. The curriculum is about internalisation, pulse work, musical language, developing a knowledge of styles of music, forming opinions and confidence building. All of these fundamentals are covered in Charanga with the bonus that the children have fun.

Additional benefits of the Charanga Scheme are:

- Engaging and exciting whiteboard for every lesson.
- There are songs and other resources for over 30 topics. This is brilliant for cross-curricular work and can also be used for class assemblies.
- Stand alone units of work that increase the level of flexibility.
- Resources to provide tuned instrumental teaching.
- Knowledge Organisers to support memory, retrieval and retention.
- Assessment Sheets for each unit of work.
- The scheme gradually builds the confidence in the children to both improvise and compose.

- Singing tips to improve vocal performance.
- Exemplar questions to support listening and appraising. This links to
- developing analytical skills in other subjects.
- A listening centre – which is a collection of music covering a wide range of periods, styles and genres.
- Charanga Sing contains a growing bank of over 500 songs for all occasions all ages and for all groupings from soloists to massed choirs. The repertoire covers a wide range of styles, cultures and purposes.

Optional homework ideas are offered to the parents/carers every term to link to our Music scheme of work.

Assessment of Music

At Parkside, we uphold a commitment to fostering musical development among our students through our assessment framework. To ensure continuous progress, all teachers evaluate the advancement of children in music on a half-termly basis. Furthermore, KS2 instrument teachers provide termly assessments, with a focus on identifying gifted and talented pupils. Complementing these assessments, we also conduct learning walks, providing valuable insights into the effectiveness of our music education practices.

Central to our assessment strategy is the regular monitoring and evaluation of the quality of music provision. Through engaging assemblies and events, we create opportunities to showcase student talents and measure the effectiveness of our musical programs. This serves as a platform for performance and reflection, enriching the musical journey of our students

Our Music Facilities

Our school boasts exceptional facilities tailored to enriching the musical experiences of our students and supporting the professional development of our staff. Our expansive hall serves as the focal point for assemblies, providing ample space and a good sound system that ensures every musical performance resonates with clarity and impact. Anchored by a grand piano, this space embodies the spirit of communal celebration.

We also have two rooms, equipped to accommodate visiting specialists and facilitate immersive musical exploration. One of these rooms is furnished with two pianos and a diverse array of percussion instruments, both tuned and untuned, fostering creativity and collaboration among our students.

Our Commitment to Inclusion and Diversity

All children have access to the weekly music lesson in each key stage including those children with special educational needs (SEND), who are disadvantaged and also have English as an Additional Language (EAL).

We will strive to remove barriers to learning for pupils. Adopting a positive and proactive approach will ensure that children with additional needs are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music. Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Resources allow the breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as musical instruments and for composition.

Our commitment to diversity and inclusion is exemplified by our annual Musicality performance, where all our children participate and draw from a range of music across time and place.

Our music curriculum is diverse and includes a variety of opportunities for all the children to learn about music from different cultures around the world.

Please see below some Pupil Voice questions asked about Music and answers from children (including those from key groups):

Pupil Voice feedback Question - Do you think we celebrate diversity at Parkside? How?

Child Year 4 (with SEND needs): 'In Singing and Celebration assembly'

Child Year 3: '...in singing assemblies'

Child Year 2 (EAL): '...we have different songs'

Our inclusive ethos is reflected in the engagement and progress of pupils receiving Free School Meals (FSM).

Our data (2024) shows:

- The Conductive Music Workshops Year 5: 35/35 (100%) disadvantaged children accessing Pupil Premium Funding took part in the workshop. 14/35 SEND (40%). 14/35 EAL (40%).
- The Sinfonietta Year 5 Music Project completed by 14/22 (64%) of disadvantaged children accessing Pupil Premium Funding. 8/14 SEND (57%). 10/22 EAL (45%).

Pupil Voice Question- What is your biggest musical achievement? What are you proud of?

Child Year 5 (with SEND needs): '...learning how to use a fretboard to make higher or lower notes. I like learning different parts of the guitar. I learnt how to play the recorder and trumpet. I had fun learning it'

Child Year 3 (disadvantaged): 'I proud of singing the notes so I understand them'

Child Year 1: 'I am proud of singing Christmas songs'

Child Year 4: 'I am proud of finally making a sound on the trumpet'

Child Year 4: 'I am proud of learning the note C on the trumpet'

Part B: Extra-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.

We employ 1 Note/ 2 Notes Music Academy to facilitate 1:1 tuition lessons for children Year 1-6 in a variety of instruments (piano, guitar, flute and drums). The cost can be between £15 and £22 a session. Timings and cost can vary depending though on what parent/carer preference. Throughout the year, disadvantaged children are given opportunities to engage with the instruments with 1:1 tuition.

We also employ the services of iRock School of Music. We invited iRock to come in once a week to deliver lessons to children. The rock and pop band lessons boost confidence, encourage teamwork and give the children the chance to perform skills they've learned for their parents/carers. Throughout the year, disadvantaged children are given opportunities to engage with a rock band.

We have a school choir which is led by our Music Co-ordinator and Pastoral Officer and we take part in various community events including singing Christmas carols and attending events. All pupils have the opportunity to attend Young Voices this year at the O2 Arena.

All music clubs after school are charged at £1 a session as per our Charging Policy.

The total amount of children that have joined a Music Club or Extra Curricular Music as of Spring 2024 is 144 pupils. Please see our school data showing the context of children assessing a Music Club or Extra Curricular Music (2024):

Male:	Female:	SEND:	Disadvantaged (Accessing Pupil Premium Funding):	FSM (Free School Meals):	English as an additional Language (EAL):
68	76	29	36	16	65
47%	53%	20%	25%	11%	45%

For a detailed record of our clubs and their impact, we invite you to explore our website - <https://www.parksideprimaryschool.org/school-clubs/>

Part C: Musical Experiences and Enrichment

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.

Throughout the academic year, students have numerous opportunities to showcase their Musical abilities through various performances and events. These include class assemblies, Maths Day assemblies, Nativity plays, Carol Concerts, a Musical Nativity, Musicality celebrations, a Year 6 Leavers Production, and Talent Shows.

In addition to performances, we hold a weekly singing assembly where students engage in a diverse repertoire, including specially written Parkside songs set to modern music. We also prioritise live music experiences by inviting a range of performers to the school, inspiring many students to pursue instrumental lessons during the school day. To ensure the continuity of music education, specialist teachers provide individual paid tuition, with timetables adjusted regularly to minimise disruption to other curriculum subjects. Furthermore, a choir led by teachers provides additional opportunities for students to explore their Musical talents and connect with their peers through music.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and curriculum contexts e.g. History, PE (dance) and Literacy (role-play and drama).

Visitors are also used to enhance the music curriculum where appropriate e.g. African Drumming, Steel Pan Drums and The Junkyard Orchestra.

Our overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents

and interests of staff and local stakeholders through specialist tuition. Parents/carers actively support music making, through support at music events.

Please see our Spiritual, Moral, Social and Cultural (SMSC) and Music Curriculum documents attached. Please see our Music Curriculum below, as seen on our school website. It outlines our intent, implementation and the impact of our curriculum: <https://www.parksideprimaryschool.org/music-2/>

In the future

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

- Build on our Lead Music School status with other local schools-Collaborate and learn from each other.
- We will be having our second Music Day in 2025 (after last year's success).
- Looking ahead to this academic year, we aim to offer a range of musical/performing arts.
- As we have gained an ArtsMark Silver award, we will explore how to gain the Gold award and begin working towards this goal.
- Musical engagement with our feeder secondary schools – Look for opportunities to work with secondary schools for transition.
- Fundraising – Proactively try to find additional funding for music (e.g. Parkside Fundraising Association (PFA), fundraising in school from performances etc.).
- Continue to put good quality teaching and continued professional development (CPD) at the heart of our music curriculum.
- Continue to engage key groups to attend musical opportunities including clubs.
- Explore the use of more 'ensemble' performances that include our own choir and children playing instruments in an orchestra.

Further information

Further information and resources can be found on the following websites:

- Optional homework ideas for music in our Homework Matrices- found on our school website under each class page: <https://www.parksideprimaryschool.org/>
- Waltham Forest Music Service Hub: <https://www.wfmusicclub.org/>
- SingUp: www.Singup.org