

# Music Development Plan 2024/2025



## 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	Jodie Flavell
Name of school leadership team member with responsibility for music (if different)	Matthew Wynne
Name of local music hub	Wolverhampton Music Hub
Name of other music education organisation(s) (if partnership in place)	N/A

## Part A: Curriculum music

### Weekly Classroom Music Lessons

At Hill Avenue Academy we make music an enjoyable, explorative and immersive learning experience. We encourage children to participate in a variety of musical experiences where we aim to build up the confidence of all children including within performances.

Our Music leader is a keen violinist having been a member of the University of Warwick Symphony Orchestra and member/ elected Treasurer of the 150-person strong University of Warwick Chorus (Alto). She also holds ABRSM Grade 5 Music Theory and has received tuition in piano and guitar.

The planned, inclusive, progression built into our curriculum ensures that the children are increasingly challenged as they move through the school. This progression model is continually monitored and reviewed to ensure children are receiving high-quality music provision.

As propounded by the OFSTED Music subject review of 2021- the complexity of playing a musical instrument relies on the prior acquisition of musical knowledge, without which, further learning will cause significant cognitive overload. Our well- structured spiral curriculum seeks to break up and revisit these composite tasks over the children's time in our school in order to build up and progressively develop a rich vocabulary, skills and knowledge making important links between prior learning and new applications.

At Hill Avenue Academy’s personalised provision, we teach the knowledge, skills and understanding set out in the National Curriculum as a minimum. Music is taught in a way that ensures the greatest levels of improvement, once a week, that builds on the ‘little and often approach,’ to skills and knowledge acquisition.

To further enhance our offer, we provide music tuition from the Wolverhampton Music Service which provides professional musical instrument lessons from a specialist for children in lower Key Stage 2, in an ensemble setting. Building on from this provision, children are identified for ‘Flying Fives and Soaring Sixes,’ to develop talented musicians.

Learning is underpinned through the following disciplinary concepts, which form the basis of our curriculum as children are required to reflect and evaluate previous learning as they begin anew:

Listening and evaluating	Creating sound	Notation	Improvising and composing	Performing
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Throughout the curriculum children will revisit the key concepts below:

Pitch	duration	dynamics	tempo	timbre	texture	structure
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### Early Years Foundation Stage

Within Nursery, children learn music through Expressive Arts and Design and Communication and Language. They will listen with increased attention to sounds and respond to what they have heard, expressing their thoughts and feelings. Children will be able to remember and sing entire songs and ‘pitch match’ another person. They will sing the melodic shape of familiar songs and lay instruments with increasing control to express their feelings and ideas.

In Reception, children build on the skills and knowledge from Nursery within Expressive Arts and Design / Communication and Language by exploring and using a variety of artistic effects as well as recapping on previous learning and refining ideas. They will create collaboratively, sharing ideas, resources and skills and listen attentively, move to and talk about music, expressing their feelings and responses. Children also explore and engage in music making and dance, performing solo or in groups, as well as, singing in a group or on their own.

At the end of Reception, children will sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Key Stage 1

In key stage one, children build on the successes of Music in EYFS by journeying through a rolling programme of units that introduce the children to the 7 elements of music (pitch, duration, dynamics, tempo, timbre, texture, and structure) revisiting and adding in new elements as children become more knowledgeable. For example, in the Year 1 unit “Animals” children are introduced to dynamics and tempo as they are initially asked to respond to highly contrasting pieces through movement e.g. Beethoven’s Moonlight Sonata- very slow tempo (legato) and limited dynamics and Vivaldi’s, “Winter” - which has a faster tempo and clear changes in dynamics. In Year 2, in the unit ‘Myths and Legends’, they are able to observe an orchestral ensemble performing Glucks’s “Che faro senza Euridice” from, “Orfeo” where they can see the musicians and how they work together to create the texture of the piece using different instruments and playing them in different ways (whilst dynamics and tempo are relatively constant). Children then create their own pieces in responses to myths and legends using their increased knowledge and understanding of the range of elements covered.

## Key Stage 2

In years 3 and 4 children’s use of tuned and un-tuned musical instruments in KS1 is built upon through our use of a specialist music teacher who develops the children’s abilities to perform as an ensemble. This will also support the identification of gifted and talented children who will filter through to our Flying Fives and Soaring Sixes programme. Alongside this, our class teachers focus on children creating compositions in response to an animation, which pulls together their knowledge of the 7 elements in order to best represent what they see on screen and what they wish their audience to feel and the completion of other units throughout the year.

Composition for effect is revisited again at the end of year 5/6 with a unit on Musical Theatre. This time, children are asked to respond to the greats of this genre- from Tim Minchin’s, “Matilda,” to Gilbert and Sullivan’s, “Pirates of Penzance,” which exemplify not just musical excellence but the use of clever wordplay in lyrical composition. Their last foray into composition, therefore, not only relies on a thorough understanding and application of the 7 elements, but the use of a wide variety of instruments (including voice) and lyrics to create a Musical Theatre scene. Children will leave Hill Avenue with the skills, knowledge and passion to enjoy music to its fullest into secondary and beyond.

Computing is used in music, which reflects how modern music is often produced. Children use computer programmes to compose music and are exposed to software such as GarageBand. They also use Computing in music to enhance their research skills through the Internet and interactive headphones. They listen to music on the internet, and they also record and evaluate their own compositions.

### Developments

- Ensure new staff and ECTs are confident in their delivery through induction and support within school, through Trust network sessions and also links with the Wolverhampton Music Hub.
- Further develop wider opportunities and relationships with external providers to enrich curriculum provision such as 'Soaring Sixes' and having musicians perform to children at school.

### Resources

Hill Avenue prioritises music provision and ensures the subject is well-resourced having a large number of high quality tuned and untuned musical instruments. We have a set of glockenspiels and keyboards that can be easily used in the classroom as well as djembes, bongos and other percussion instruments. Year 3 and 4 children receive instruction on either the ukelele, guitar, fife or recorder for half a year and identified year 5 and 6 children receive a full year's tuition on the guitar, which they can also take home to practice enable practice and participation in Wolverhampton Music School's beginner ensembles.

### Developments

- Audit musical instruments and order replacements when needed.

### Inclusive Music Lessons

Our music curriculum is very inclusive and reasonable adjustments are made in a range of different ways including:

- The use of ear defenders
- The use of notation
- Pictorial notation

### Developments

- For the Music Lead to monitor inclusive music lessons throughout the year.

## **Part B: Co-curricular music**

### Extra-Curricular Music

#### Instrumental Music Lessons

In the Summer term of Key Stage 1, children will have the chance to participate in the mini-choir. This will seek to consolidate the KS1 emphasis on singing and start to introduce tuned and un-tuned percussion in a fun and immersive way that will carry them, enthusiastically into KS2 level learning.

In years 3 and 4 children's use of tuned and untuned musical instruments in KS1 is built upon through our use of a specialist music teacher who develops the children's abilities to perform as an ensemble. This will also support the identification of gifted and talented children who will filter through to our Flying Fives and Soaring Sixes programme. This is an hour long after school club- providing 2 half hour sessions and additional practice time. This additional provision seeks to channel our children's talents into city wide ensembles and open musical doors to exciting experiences and futures. We also want to ensure there are additional opportunities for children to be exposed to playing and learning about different music/instruments across school through our extra-curricular provision offer to ignite a love of music.

We are focused to ensure that our disadvantaged children are offered these opportunities in order to address barriers to musical achievement and steady decline of uptake post KS3 as noted in the OFSTED Music Subject report of 2021.

#### Developments

- To further promote children learning instruments to our Year 3, 4, 5 and 6 children.
- To ensure participation in external ensembles.

#### Partnerships

We enjoy excellent links with the music hub and many of our children perform at their concerts with a beginner ensemble. Schools from across our trust are invited to rehearse here for the Conference performance and this takes place in April at Ormiston New Academy. They are aware of the strong musical work we are doing to prepare children for KS3.

#### Developments

- To continue to develop relationships with staff at Wolverhampton Music Hub and to continue to provide opportunities to our children.
- To encourage pupils to take advantage of the after-school extra-curricular music provision on offer alongside the Music Hub.
- To further develop links with schools across the Trust to share effective practice and learn from each other drawing on any available expertise.

## Part C: Musical Performances

### Performance Opportunities

A yearly programme of events gives all children the opportunity to be involved in a performance for parents at least once in every school year. This can be through a class or year group. Christmas performance in EYFS, performing to other classes within school through recorded or live means, or our Key Stage 2 Christmas Service and performances of the instruments learned from the Music specialist at the end of their unit. Parents are actively involved in supporting music learning at home and by attending school events.

### Developments

- Continue to look for performance opportunities to listen and watch to live a range of live music.
- Develop more opportunities for our instrumentalist pupils to perform.
- To look for more opportunities for community work. e.g. performing at local care homes.

### In the future

As always, we are always looking of ways to improve music further. This is based on pupil voice, staff voice, parent voice but also regular monitoring.

Development	When?
To promote instrumental opportunities for identified Year 5 and 6 children.	Autumn 1
To train new staff. To deliver CPD to new staff.	Autumn
To audit musical instruments	Autumn 2
For EYFS/ Music lead to purchase new production for Reception pupils.	Autumn 1
To repair/replace musical instruments / stands	Autumn 1 & 2
To build further relationships with staff from Wolverhampton Music Hub.	Autumn 1

To plan more opportunities to perform more in the community.	Spring 1
To plan more opportunities for live music in school and in the local community	Spring 2
To plan more opportunities in the school calendar for musical performances.	Summer 1
For children to perform in more ensembles.	Autumn 1
For Music Lead to purchase new production for Year 6 pupils.	Spring 2
For Year 6 to perform new production.	Summer 2

## Further information

The Department for Education publishes a guide for parents and young people on how they can get involved in music in and out of school, and where they can go to for support beyond the school. [Music education: information for parents and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people)

Wolverhampton Music Services, our local music hub, have a range of after-school ensemble groups and also provide opportunities to see live performances. More information on how they support young musicians can be found here: [Parents & Pupils | Wolverhampton Music Service](#)

Check out one of our performances at our Annual Trust Conference: <https://youtu.be/UKCKha1Fz0c>