

# Music Development Plan Summary: William Patten Primary School

## Overview

Detail	Information
Academic year that this summary covers	2023-24
Date this summary was published	July 2024
Date this summary will be reviewed	June 2025
Name of the school music lead	Elaine Singleton
Name of school leadership team member with responsibility for music (if different)	Elaine Singleton – Music Lead Craig Porteous – Curriculum Lead
Name of local music hub	Hackney Music Service
Name of other music education organisation(s) (if partnership in place)	LSO IMM

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

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

At William Patten we follow our own bespoke curriculum, which is mapped to ensure progression to end of phase expectations stated in the National curriculum.

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At William Patten the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at William Patten is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

### **Implementation**

The music curriculum ensures students sing, listen, play, perform and evaluate. These components are embedded in classroom activities, as well as the weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of one of our many musical ensembles. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. The key knowledge and skills for each year are mapped to ensure progression between years. This ensures that children develop their musical skills systematically, building their knowledge of music from one year to the next.

In the classroom students learn how to play an instrument, from all four main instrument groups of wind, strings, percussion and keyboards. In doing so, they are able to understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Class music lessons are all taught by our specialist music teacher, Elaine Singleton. KS1 all receive a 30 minute lesson separate from singing assemble and KS2 45 minutes per class, per week. Medium term (lesson-by-lesson) music planning is saved on the school network. Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of this 'unit introduction' and children are shown the 'Topic

Vocabulary (TV) Mat. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work.

The KWL process is used throughout each unit of work. Once children know the new vocabulary for the unit and how it relates to previous learning, the children are asked what they already know specifically about the new topic. This provides the teacher with an insight into the children's 'starting points' for the topic, to enable the use of assessment to inform planning. The children are then also asked what they would like to know and class responses are collated and used to inform the programme of study to ensure an aspect of 'focussed interest planning'. A record of this process kept in the class floor book which is collated by the music teacher. At the end of the topic, children take part in a review of what they now know and can do. This involves a review of the key knowledge, with reference to the TV (knowledge) mat. The teacher is then able consolidate any of the key knowledge which is identified at this part of the process as not yet being secure.

Physical resources: we have an extensive range of class tuned and untuned percussion; 3 pianos, 2 touch-sensitive electronic keyboards; a "real" drum kit; a 10-person set of Steel Pan drums, a set of Samba & Djembe instruments; around 100 musical instruments for instrumental lessons, provided by HMS (Hackney Music Service) or owned by us directly; Sets of Speakers and PA equipment - 2 permanently installed in the School Halls, 1 for portable use.

The school has a number of links with external organisations, which offer specific expertise in music as part of the core offer. This includes an ongoing link with the London Symphony Orchestra, as well as local links with, for example, the Hackney Music Service. We recently received the Hackney Mayor Award for 'Excellence in Music' and one of our pupils a scholarship for his future learning in music through Hackney Music Service.

### **Teaching and Learning**

Fundamental skills and knowledge are taught to children through a carefully planned programme throughout each student's time at William Patten. All children gain a simple understanding of musical notation, playing an instrument, composition, listening and analysing music. Teaching is activity based. Each half term, or sometimes term, children work towards a goal. This will culminate in either a performance to the class or the playing of a piece with the class as a whole. In year 5 the half term goals are put together to create one larger work, so that students understand the process of long-term practising, rehearsing and learning, which is fundamental to music education.

Progressive questioning across the unit is evident on teaching slides. Questioning is informed by the Bloom's Taxonomy Teacher Toolkit, which can be found at the end of this policy (p8).

Impact: our children produce brilliant, stunning performances in our concerts, lessons, compositions and recordings, which are videoed for posterity and saved on the school system. The constant excellence of our performances, in tandem with the high levels of engagement across classes, demonstrates the ongoing impact that our music curriculum is having for our young musicians.

### **Inclusion**

- Topic vocabulary is explained to the children from the onset of the topic, with accompanying definitions and visual cues, to ensure that all children develop and are able to use a range of vocabulary according to the focus.
- Within each topic, 'word aware' is used as a strategy, where appropriate, to help children from identified vulnerable groups who would benefit. In music, the word chosen for this is generally a specialist term that is not a high frequency word.
- Key knowledge for all children is also provided on the TV (knowledge) mat. This is displayed throughout the lesson sequence and on the music room wall, so it is available for all children to refer to. Further use of assistive technology is also considered where appropriate for individual learners; this might include the use of widget to support instructions for devising, or the use of an electronic device to support composition.
- QR codes, photographs and print outs/screen shots of tasks completed on a computer or app can be used to evidence the learning process of the group and individuals, within each class's floor book

Assessment: our curriculum is our progression map. Our work is chosen carefully to be at a level of proximal development for our musicians: if they succeed in making the music we put before them, they have demonstrated progression in their musical abilities and knowledge. We assess by keeping track of children excelling or struggling throughout the term. We then put in place extra challenges or extra adaptive support as appropriate.

The music teacher supports and facilitates access to the music curriculum through effective differentiation, adult support, and alteration of any equipment as necessary. Central to the ethos of the teaching of music at William Patten is the belief that music is within our bodies, and as different bodies make different sounds, everybody carries their music with them, each instrument as unique as the person is.

## SEND

We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level. This is achieved by:

- Setting open-ended tasks
- Incorporating gradual increases in difficulty of tasks across the curriculum
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
- Providing resources of different complexity
- Delivering a multi-faceted curriculum that has allows students to access music in the most preferable or suitable way for each individual.
- Including questioning suitable to all ability levels.
- We have begun 3 x sessions weekly with targeted SEND pupils within which they have a session tailored to their needs and abilities in addition to their weekly music lessons. Differentiation and the provision of Music in the school for children with SEND is something that I would like to focus on next year. I am liaising with the SENCO

- Some additional tools such as more helpful displays and key vocab readily available for the children in the music room to support all learners.

**A brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.**

Topics change within every year group each half term. Throughout the year and within these units, the children will cover all of the essential knowledge and skills for that year group.

Each lesson in topic block is planned according to a specific knowledge statement, according to each subject's knowledge and skills progression map. Skills that are relevant to that lesson are also planned for and evident in the slides for that lesson.

Lesson slides are designed to be accessible to all children, as well as to avoid cognitive overload. Lesson slides are used by the teacher to support the teaching, as well as to convey key information and instruction to the children.

Music lessons are weekly and half an hour in length (45 mins for KS2). There is also a weekly half hour singing assembly for each Key Stage. Students that wish can apply to learn violin, keyboard, trumpet, horn, trombone, clarinet or saxophone. These lessons are weekly, and are either to an individual or in small groups of up to 4 children. There are two choirs – one at each Key Stage, and four ensembles – djembe, ukulele, several steel pan groups, school band, and orchestra.

There are several concerts and events that William Patten children take part in each year, and also opportunities that might happen just once. The responsibility for the organising of these is dependent on where and what the performance is, and usually an agreement is made between senior management and the music co-ordinator as to who will manage and organise any aspect of the event. The subject lead has completed a year-long training program with the LSO and the school will continue its link with them to provide enrichment of the music curriculum, identifying a focus year group for this work during each academic year. We have also established a link for an intergenerational project with a local nursing home that will build upon performance as well as other opportunities.

For weekly singing assemblies the content, musical accompaniment, and any teaching is the responsibility of the music teacher. The children's participation and behaviour is lead by a second member of staff – usually a member of SMT. Resources are the responsibility of the music teacher.

Planning for peripatetic music lessons is the responsibility of each peripatetic teacher. Resources, such as instruments and music stands, are provided by the school.

**Information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations.**

Our school has built some strong, local and wider partnerships.

We have a good relationship with Hackney Music Service and have a regular dialogue with them re events, training and children and the opportunities available to them. Hackney music teachers are also part of a very active group in which we can soundboard and share resources. This helps with consistency as well as being a good networking opportunity.

We have completed training with the LSO in their yearlong training program which strengthened our general curriculum and we have sustained that connection and will continue to get involved in the 'LSO Discovery' workshops in the future.

We have been involved with IMM (Intergenerational Music Making) which has created a good connection with our local care home which we will now continue ourselves as well as the projects and hope to perform for them termly.

On a local scale, we have good relationships and connections with the parents in the school. One of our parents lead in the development of BBC Ten Pieces and she has been available to support in the incorporation of its resources in our curriculum which is proving a very useful tool.

Another very musical parent has offered her support and has said that she will support the school Orchestra. One of our site managers is a wonderful musician and has led our two bands for the past two years.

## **Part B: Co-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.

William Patten offers a wide range of opportunities for children to access and explore Music outside of classroom learning. All PPG children get priority.

Examples include:

- KS2 choir

- Orchestra
- Year 5 Band (2 year project to perform at Y 6 show)
- Djembe
- Steel Pans
- Peri taught – Brass, Woodwind, String and Keyboard.

William Patten has a good relationship and regular dialogue with The Hackney Music Service. There are a large number of vocal and instrumental opportunities available within the service and this is shared with the children through school communication and with parents. The Hackney Music Scholarship was awarded to one of our pupils and updates of his music opportunities and progress are regularly communicated through his parents and the music service.

Workshops with LSO Discovery are ongoing and will continue to be. These offer children expertise musicians insight and a chance to create musically under their direction and watch live music performance.

**Information on where pupils can rehearse or practice individually or in groups:**

The music room is used daily for music lessons, class lessons, individual and small group. We have other spaces within the school that are used for Peri lessons if the music room is not available. We regularly join classes together and will use a school hall when we do so. The halls are used for singing assemblies, performances, practices and also for any workshops eg LSO Discovery.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

As already mentioned we have a good relationship with Hackney Music Service. The leaders within and music Peri teachers. We liaise regularly and avail of any of the opportunities that they offer us.

Two years ago we got involved with an intergenerational project, linking us with a local Care home (Alana Warner – Intergenerational Music Making). We plan to continue this ourselves, next academic year, and hope to visit and perform for the residents once a term. One of our parents, who is very musical, has offered to support with this. As well as singing, the children also get the opportunity to perform on their instruments for the residents, if they so wish.

**Information on where pupils can rehearse or practice individually or in groups.**

The music room is used for children to practice / learn individually and if this room is used for lessons, an alternative is always available.

## Part C: Musical experiences

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.

I believe that our school offers a wide range of Musical experiences for children to explore and I hope to continue developing this. We have three, weekly singing assemblies within which KS1, LKS2 and UKS2 have the opportunity to collectively sing. We plan to have two whole-school performances next year. One early in the year and one towards the end (Academic Year). This includes all of the Peri students and the ensembles in school. We plan to have Key Stage Christmas performances, which worked well last year and we hope to have an end of year production with Year 6, replacing the Talent Show. We will continue with our Round Chapel performances for Dance, Instrumental, Choir, EYFS and (if possible) year 2. Choir are going to take part in a large mass choir performance this year – which worked well last year. As previously mentioned, we will have informal performances at our visits to the local Care Home. One Year group will get involved with the LSO Discovery Project which will include workshops led by LSO Musicians and a trip to the Barbican for a concert. One Year group will be involved in the IMM project.

## In the future

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

Going forward, I would like to have more opportunities for children to hear/see live music. It has been suggested that this could be an opportunity for some children to play their instrument, alternated weekly, during their phase singing assembly. I would also like to have more instrumental ensembles visit and perform.

This year, I have merged some classes for music sessions, particularly Year's 3 – 6 and I would like to continue to do this with some topics as the children gain a lot from the extended time. We also have 45 minutes for KS2 this year which is very beneficial. SEND groups have begun in the learning forest and I'm hoping this is something that we can continue to develop as I feel it's very beneficial for these children.