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| **Vision and Intent** | At Brackenwood Junior School we aim for all our pupils to develop a life-long love of music, in a school with a musical atmosphere through 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. Performing within our local community helps our pupils to express themselves whilst bringing joy to others.    Children will perform, listen and analyse critically, sing, improvise and compose music and understand the musical elements as building blocks within music. | | | |
| **What do we include in our provision at Brackenwood Junior School?**    **In the classroom**    **Beyond the classroom** | **Our plan for delivering high-quality music education and supporting children’s progress** | | | |
|  | *Where are we now?* | | *What will we do next?* |
| **Curriculum**    **(setting the foundation)**    **High quality music provision** | High-quality weekly music lessons | Music is taught by class teachers.  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 (1 hour a week).    In KS2 music is delivered through holistic practice as an integral part of early development and that musical development matters. The whole school follows Kapow’s music scheme, planning is created by the music lead and lessons are taught and delivered by class teachers.  KS2 music continues to build learning from KS1 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 LKS2 have whole-school music instrumental lessons for an hour a week for 2 half terms of the year. Year 4 have access to Ukulele lessons taught by EdSential (See First Access below). Learning in Year 5 and 6 includes units using our own instruments E.g. Blues and Baroque.    Websites such as playxlyo.com are used to support learning across the school and iPads are used as an instrument as appropriate to support inclusion and access for pupils. | Continue to develop planning to suit the needs of pupils.  Use pupil voice to develop planning.      Increase use of recordings for reflection and self-evaluation.  Staff cpd and training on use of iPad/recording and what to use for it.  Create, share and embed a list of questions to use for reflecting critically on learning.    To create and ask adults and children to complete pupil/teacher voice to get an insight into what they think our music curriculum is like/how they feel delivering the music curriculum.  Can parents be involved in this? Whole school community? |
| First access | Our first access project takes place in Y4 and is a term-long project supported by one instrumental specialist teacher from EdSential Music Hub. Children will complete lessons for 10 weeks and have the opportunity to perform to their parents, showing them what they have learnt.    During these lessons, they will focus on notation, composition and performance both on the instrument and using their voice. | Continue to provide this opportunity for children each year. Maybe look at doing a different instrument? African drums? |
| Vocal provision - | 15 minute weekly separate class singing assemblies led by teachers. Focus on enjoyment and being part of a massed choir rooted in skills development. Whole school singing assembly on Friday’s led by Music Lead. Some parents attend these assemblies weekly- provides performance opportunities.  Teachers attend session – cpd through modelling and coaching.  Singing is used to support developing class ethos and to support learning across the curriculum  School sing at times of celebration and massed events, E.g, Christmas. | Buy into a scheme/find apps to support the choir for songs. |
| Listening Curriculum – Co-curricular? | Each half term there is a theme/ genre/instrumental family focus. One piece of music is identified and used for the week as children enter school so can be heard across the school. A listening sign is displayed in each classroom showing the area of focus – including images, location in the world/place in time etc. This piece is used in assemblies as appropriate and response tasks are used in class as appropriate. | Continue to decolonise and ensure equal balance between male/female and diverse range of composers/musicians |
| Performance opportunities | Music outcomes are often shared and performed either live to parents, SLT, other pupils or recorded and shared with families via ‘music news’ on the website. E.g. Year 4 perform to parents at the end of the Ukulele unit, Year 3 perform their Harvest concert to parents and at local church, Choir perform at local nursing homes.  Music/Drama performances – Whole school Christmas Show, Y3 – Harvest Show, Y6 Leavers production.  Performances throughout the year E.g. singing with local care home. | Young Voices- sign up for 2025  Organise for children to sing at church at Christmas time?  Organise for children to attend local high schools to watch instrumental performances. |
| Music room resources | Small bespoke room designated for musical learning. Lessons take place in this room- room has piano, guitars etc for lessons.  High quality instruments (tuned and untuned) displayed with names and images to support knowledge for children and staff.  Enough resources for children to make own choices for sound and play own tuned instruments to develop skills.  Displays to support learning – 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, ukulele chord diagrams.  Our learning timeline – a display board to add musicians and composers in their correct place throughout time. Allows children to make links between musicians/composers and see the development of music throughout time.  Reading corner to encourage reading around subjects. | To do an audit on music instruments and fill out a requisition form for new instruments needed.  Ask local music hub if we can rent instruments? |
| Communicating with parents | Music at Brackenwood Junior school is on our school website <https://www.brackenwood-junior.wirral.sch.uk/music-3>  sets out intent, implementation and impact and curriculum coverage.  When relevant, parents and carers are kept up to date with news via our weekly news and week ahead information:  Twitter updates.  Visits into school to share with learning and learning outcomes.  Performances at school and in our local community. |  |
| Transition | Year 2/3  Year 2 children come to watch the Year 3 Harvest Festival, the Christmas Carol Concert and the Year 6 Leavers Show.  Secondary  Pass on information about instrumental learners.  Year 5 and 6 children visit Wirral Grammar School for Boys for their Music Concert.  We visit Hilbre High School for Music concerts.  We work with Wirral Grammar School for Girls/Boys for music workshops. | Contact secondary schools again. Look at possible performance opportunities for their students/staff.  Discuss transition unit |
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| Annual action plan | Each year, areas are identified to move music on and maintain it as a high priority to ensure maximum impact. | See in subject leader folder on the Drive. |
| **Co-curricular**      **Beyond the classroom** | Instrumental learning | Wide range of instrumental group and individual lessons for all children who wish to learn how to play an instrument. We offer **Piano**, **Strings** (Violin, Viola, Cello, Guitar and Ukulele), **Brass** (Trumpet and Trombone), **Woodwind** (Flute, Clarinet and Saxophone) and **Voice**.  Taught by a specialist teacher through Link Learning Services or our local music hub ‘Edsential’.  Performance opportunities – perform to KS2 and parents during Music concerts throughout the year. Group/individual performances as well as Rock band performances. These are within school time as well as events, such as at the Summer Fair. | Continue to signpost ensemble opportunities outside school community    Embed sign up for weekly performance in singing (choir).  Extend to Celebration assembly.  Change language around this to playing/rehearsal time |
| Vocal | Choir - lunchtime school choir for children in KS2. Inclusive and open to all, adult provision offered for any pupils who need 1:1 support.  Singing on the playground 1 x lunchtime per week.  Choir perform during events, such as Music concerts, at local nursing homes and at MAT performances. | Young Voices |
| Ensemble | Ukulele concert – Spring Term. | Perform with the local community with past-staff from Brackenwood - JW/JM.  Contact local secondary schools to organise a performance with KS2. |
| Rocksteady - lessons 1x weekly and termly performances. In addition, they perform at the Summer Fair.  Musical instrument lessons- lessons occur weekly and termly performances. | Share Rocksteady information with Year 2 pupils ready to enrol them in Rocksteady lessons from September. |
| Choir - weekly club and performances at least termly. | To take part in Young Voices. |
| Progression strategy | Through using the scheme ‘Kapow’, it ensures all knowledge and skills are progressive. The music scheme is organised into musical skills which include performing, listening, composing and the history of music. Within those main skills, it is divided into sub-categories. These are known as ‘inter-related dimensions of music’ or ‘the elements of music’ which include pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.  These elements are the building blocks of music and therefore run throughout each unit of work as an overarching strand. You can see our progression of knowledge and skills on our website: <https://www.brackenwood-junior.wirral.sch.uk/music-3>    Instrumental learning inclusive for ALL pupils. Adaptions made where needed.  In school ensemble opportunities mapped out as part of provision.  Children identified for external groups and parents signposted.  Instrumental learning shared with secondary schools.    School & city vocal progression routes shared with parents. | RM to share Instrumental learning with Y6/7 transition. |
| **Enrichment** | Live performances | Cultural capital experienced through:    Hearing live music in Concert Halls: Year 3 attend children’s concert by the Royal Philharmonic orchestra, Year 5 and 6 attend the WGSB’s annual Music concert.    Opportunity to perform in a range of venues – E.g. local care homes, local secondary schools, Christchurch Church  Christmas Carol Concert at Brackenwood Juniors.  Live music concerts each term.  Visit the Floral Pavilion Christmas pantomime.  Linking to other learning within the curriculum e.g soundscape, WW2 music and Viking themed music. | KS2 to watch Rocksteady performance.  Develop a strong working relationship with Edsential Music Hub  Seek MAT wide live performance opportunities. |
| Career pathways | Continue to identify music careers through learning in classroom and external experiences.  Signpost parents to opportunities outside of school.  Corridor display with a link to possible music careers and famous musicians. | RM to share career information with parents. |
| **Leadership** |  | *Where are we now?* | | *What will we do next?* |
| **Headteacher/ Governors** | Incredibly supportive Headteacher who believes in the power and value of music education.  Termly reports to the governing body on the progress we have made with regard to the implementation and impact of the Music Curriculum. | | Continue to work and meet with Music Leads from across the MAT as well as the School Improvement lead for the MAT. |
| **Subject Leader** | Experienced subject leader. Access to CPD throughout the year: national - Attend MAT wide music leads meetings and updates.  Access the shared drive for Music resources across the MAT.  Reading and research linked to the latest Ofsted reports and updates.  Termly meetings with the Non-core Curriculum Lead to review Music action plan and discuss next steps for Music.  Input to the School Improvement Plan with SLT.  Weekly monitoring of Music e.g. lessons, pupil voice and staff voice as well as book looks.  Music subject leader has developed knowledge organisers and end of unit quizzes for all of KS2.  Subject leader to monitor the assessment of performances. | | Arrange CPD for staff.  Audit Musical resources.  Share knowledge organisers and quizzes with staff.  RM to provide CPD for staff when assessing performances if needed. |
| **Teachers** | Supportive teachers who are developing their understanding and believe in the importance of music.  Inquisitive and always ask for support in ensure the best for their pupils.  Weekly monitoring by Music subject leader so that staff have regular CPD opportunities if needed and regular feedback to further improve the implementation and impact of Music. | | Continue with CPD training and half termly support.  Teachers to record pupil’s performances so that they can analyse the impact. |
| **Pupils** | Pupils who enjoy music, who value enrichment opportunities and love musical learning.  They say:  ‘Music is fun. I liked using my own instrument in the piece. It was amazing that we could play the jazz piece as a class.’  ‘Music is fun. It’s about understanding and learning and playing instruments’  ‘Music can be loud when we all play together.’  ‘Music helps you learn a lot. It needs lots of people and includes lots of people.’  ‘Music is good because it makes you feel like you’re in a different world’  ‘Music is amazing because we can make interesting and lots of sounds’  ‘Music is enjoying myself and I can express myself’  ‘Music is an opportunity for creativity and expression and calms my mood’  ‘Music is very fun because you learn to play lots of new instruments.’  ‘I LOVE Rocksteady as we get to be part of a band and perform Rock songs together!’  ‘I like having a lesson by myself as the teacher helps me improve.’  It makes me feel: happy, calm, excited, energised, enjoyable, energetic, fun, upbeat, groovy, inspiring. | | Choir pupils to encourage pupils to sing during Friday lunchtimes.  Gain regular pupil voice to add to the quotes so that they remain current. |
| **Communities & Partnership** | *Where are we now?* | | | *What will we do next?* |
| Wirral Music Hub – beginning a new working relationship. Take advantage of free opportunities and work together.    Dates sent to parents to inform them of music opportunities and performances throughout academic year.  School community – support musical events.    Choir to do bake sales etc to raise money to help pay for transport to Young Voices.  PTA – supportive of events, providing some funding towards travel. | | | Maintain relationship with WMH    Find opportunities to perform within the community, invite community members in to perform to our children.    Parents in to support with topics    Continue to signpost external family events to support parents with musical learning.    Library – get in digital piano with headphones to be used at weekends/after school/ at lunch times etc. |