



Music development plan summary: Sharples Primary School

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.

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	10.07.24
Date this summary will be reviewed	10.07.25
Name of the school music lead	Tanya Tomlinson
Name of local music hub	Bolton Music Service

<p>What do we include in our provision at Sharples Primary School?</p> <p>In the classroom</p> <p>Beyond the classroom</p>	Our plan for delivering high-quality music education and supporting children's progress			
			Where are we now?	What will we do next?
	<p>Curriculum</p> <p>High quality music provision</p>	<p>High-quality weekly music lessons</p>	<p>Music specialist (Year 5 teacher) delivers three half-terms of Music per Year group. Class teachers deliver three half-terms of Music using Kapow scheme of work (planned for by music specialist teacher). Planning, both music specialist/Kapow scheme follows smalls, incremental steps in learning and is informed by the model music curriculum (March 2021). 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 weekly).</p> <p>In EYFS music is delivered through holistic practice as an integral part of early development. Music is planned for as part of the 'Expressive Arts and Design' area of learning. Their nursery rhyme spine ensures will develop language and early literacy skills. These rhymes are shared shared with</p>	<p>Continue to develop planning to suit needs of pupils. Use pupil voice to develop planning.</p> <p>Develop EYFS practice to include musical questioning.</p> <p>Increase use of recordings for reflection and self-evaluation.</p> <p>Staff cpd and training on use of iPad/recording and what to use for it.</p> <p>Create, share and embed list of</p>

			<p>parents so that they can support the children at home.</p> <p>Pupils in KS1 & KS2 are taught equally by the music specialist and class teachers. Planning is written by the music specialist and class teachers are supported with coaching throughout each unit. This forms part of the monitoring process.</p> <p>Building on skills acquired in KS1, pupils in KS2 develop their playing with increasing accuracy, fluency, control and expression. Listening develops aural memory and children develop an understanding of the history of music.</p> <p>Pupils in KS1 and KS2 have music lessons for an hour a week with the music specialist/class teacher (alternate half terms).</p> <p>Music tech is taught in units in Y5 & Y6. Children have access to their own iPads to support this.</p>	<p>questions to use for reflecting critically on learning.</p> <p>Music books (with staff notation) to be implemented from Year 2 upwards to record work. Books to travel through school with the pupils to Year 6.</p>
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		Vocal provision	<p>30 minute regular singing assemblies led by music specialist. Focus on enjoyment and being part of a massed choir rooted in skills development.</p> <p>School has a Sparkyard subscription, which can be accessed by all teachers.</p> <p>School sing at times of celebration and massed events.</p>	Teachers to attend singing assemblies–cpd through modelling and coaching.
		Listening	<p>2 year listening curriculum planned to expose children to a wide range of genres, historical periods, music from different places and different instrumental sounds.</p> <p>Each half term there is a theme/ genre family focus. Music is played on entry to whole-school assemblies and is discussed accordingly. The composers show a balance between male/female and a diverse range of composers/musician.</p>	Classes to respond to current theme/genre through activities in class. Display in floor book.
		Performance opportunities	Music/Drama performances – EY Christmas Story for Families, Y1/2 - Christmas nativity to parents, Y3 – Christingle service for	Music outcomes to be shared and performed either live to parents/SLT/other pupils or recorded

			<p>families, Y5 – Christmas performance with families, Y6 Leavers production.</p> <p>Little Voices, Young Voices – performances throughout the year eg singing with local care home, performing at local Music festival, singing at church fate, performing at O2 in largest children's choir.</p>	and shared with families via the website.
		Resources	<p>High quality instruments (tuned and untuned). Enough resources for children to make own choices for sound and play own tuned instruments to develop skills e.g. one ukulele per child.</p> <p>Reading corner to encourage reading around subjects.</p>	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 etc.
		Communicating with parents	Music at Sharples Primary School on school website https://www.sharples-	Encourage visits into school to share learning outcomes.

			pri.bolton.sch.uk/music-at-sharples-primary-school/ Facebook/Weduc updates. Weekly school newsletter. Music award at the end of Year 6 to celebrate outstanding individual achievement, parents attend the awards ceremony.	
		Annual action plan	Each year areas identified to move music on and maintain high priority.	See action plan.
	Co-curricular Beyond the classroom	Instrumental learning	Instrumental group lessons available through Rock Steady tuition. This is subsidised for PPG children. Through this, children receive weekly solo/ensemble training in their instrument. Children perform in their bands in a whole-school concert at the end of each term. Children have opportunity to learn a variety of instruments in music specialist led lessons throughout Years 1-6.	Performance opportunities embedded within school to showcase outcomes e.g. Christmas/summer showcase.

			<p>Specialist workshops throughout the year e.g. Samba workshop to celebrate World Music Day.</p> <p>Inclusive provision with instrument adaptations, 1:1 learning as appropriate.</p>	
		Vocal	<p>Sharples school choir – lunchtime choir for children in KS2. Inclusive and open to all, adult provision offered for any pupils who need 1:1 support.</p> <p>Choir take part in numerous performance opportunities such as Christmas care home performances, Bolton School’s Music Festival.</p>	<p>Change timings for choir practice to encourage a larger uptake.</p> <p>Change name to encourage more attendees?</p> <p>Attending Young Voices with choir in Feb 25.</p>
		Ensemble	Rock Steady tuition- paid rock ensemble where children can learn to sing or play drums, electric/bass guitar and keyboard.	<p>Introduce ‘Ukulele Jam’- lunchtime ukulele club to build on skills developed in class.</p> <p>Look into orchestra ensemble for G&T pupils.</p>
			Y2 recorder club- lunchtime club led by Year 1 teacher.	

	Musical experiences	Live performances	<p>All children visit the theatre to watch live performances e.g. Christmas Pantomime.</p> <p>Opportunity to perform in a range of venues – e.g. choir perform at Victoria Hall, local care homes and national venues such as Young Voices at Coop-arena Manchester.</p> <p>Christmas Productions for both KS1/EYFS and KS2.</p> <p>Spring show for KS1 and EYFS.</p> <p>Live recital from Bolton Music Service.</p>	Children to attend live music in concert halls.
		Career pathways	Continue identify music careers through Aspirations Curriculum and live performance opportunities.	Signpost parents to opportunities outside of school.
Leadership		<i>Where are we now?</i>		<i>What will we do next?</i>
	Head teacher/ governors	A supportive head teacher who understands the value of music education and encourages musical discussion with the pupils.		

	Subject Leader	Well-qualified subject leader and music specialist. Lots of independent reading of research and thinking.	Subject leader to attend music hub meetings.
	Teachers	Supportive teachers who understand the importance of music and will ask for support in ensure the best for their pupils.	Continue CPD for class teachers through staff meeting.
	Pupils	<p>Pupils who enjoy music lessons and value enrichment opportunities. They say:</p> <p>‘Music is a way to express your feelings’ ‘Music can bring happiness’ ‘Music is a fun way to use your imagination and express yourself’</p>	<p>Music ambassadors to evaluate and inform planning.</p> <p>Music ambassadors to act as Singing Leaders- support in singing assemblies etc.</p>
Communities and Partnership	<i>Where are we now?</i>		<i>What will we do next?</i>
	<p>Bolton Music Hub – developing working relationship. Taking advantage of live recitals for school/Music festival resources etc.</p> <p>Links with local care homes- performances at Christmas etc.</p>		<p>Maintain relationship with Bolton Music service.</p> <p>Attend hub meetings for subject leads.</p>

		Find more opportunities to perform within the community, invite community members in to perform to our children.
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