

Music development plan summary: Ipsley C of E Middle School

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	24 th September 2024
Date this summary will be reviewed	20 th September 2025
Name of the school music lead	C Lopes
Line manager for Creative Arts	R Roblin
Name of local music hub	Severn Arts
Name of other music tutoring	Whitehouse Music

Part A: Curriculum music

This section will investigate and demonstrate the content, skills and knowledge that is delivered through the timetabled curriculum across Key Stages 2 and 3. The curriculum's building blocks are built upon from the National Curriculum with elements from the Model Music Curriculum (March 2021) set into it.

The curriculum is developed with the expectation of a specialist music teacher delivering it, which inherently informs the teaching and adapting of units for each class and individual learner. This includes consideration of metrics such as SEN, Pupil Premium, and EAL pupils and their access to each music lesson.

Pupils develop their musicianship through listening skills, learning about music genres and their features, the historical context of music throughout the years, and by rehearsing their solo and ensemble performances. This knowledge then informs their composing and creating music suited to the expectations of their year group.

The musical journey attached below is a curriculum planned with the spiralling and sequencing of learning in mind, and continuously builds on previous knowledge and assessment.

Year 5	Year 6	Year 7	Year 8
1 x 50 minutes lesson a week	1 x 50 minutes lesson a week	1 x 50 minutes lesson a week	1 x 50 minutes lesson a week

Year 5 curriculum

Pupils begin at Ipsley by linking their first topic of reading in the classroom to music: Ancient Greece. We explore gods and goddesses and compose themes to represent them, learning about leitmotifs and the keyboard features. We move onto Holst's suite The Planets, which also takes elements of mythology, and perform the main themes of each piece of music. Children appraise and are introduced to the elements throughout the pieces, focusing on a few at a time.

Pupils move along to learn about the keyboards in more detail, focussing this time on technique and notation. Pitch and musical notation is an important part of this term as they become familiar with the way music is presented to them. We understand goal setting and teamwork when working in pairs at our instruments.

In the summer, pupils learn about two instruments: the ukulele and the djembe. We explore different cultures around rhythm and music through West African drumming, with an emphasis on group performances and composing using graphic and staff notation. On the ukuleles, we begin to look at chords and technique around the instrument, using popular songs to play along with.

Year 6 curriculum

As one of their creative lessons, pupils start the year learning about the orchestra and the timbre of instruments based on Peter and the Wolf by Prokofiev. They listen to and later compose their own animal-inspired theme, which builds on year 5 knowledge of what a leitmotif is. Pupils continue the orchestral exploration by learning about the violin and playing them as a whole-class ensemble. This opportunity teaches children about a classical instrument and resilience within music rehearsing.

Pupils move onto beatboxing and rap, understanding the building blocks that make up a successful breakbeat. This uses ICT and begins their practice of using, on the laptops, to compose a simple 4-beat backing to their beatboxing. A history link to their learning within the year 6 curriculum is then brought in by looking at 1930's British music, the way it is shaped by the events happening around the world and what it looks like to perform pieces inspired by The Blues and Jazz.

Pupils finish the year by learning to play two instruments: the guitar and the Boomwhackers. They explore solo performance, small group work and whole class performances to different pieces of music. Time management and communication are important parts of these units which rely on individual practice and resilience when learning something new.

Year 7 curriculum

Pupils begin their year 7 journey by learning all about two inter-linked genres of music: The Blues and Jazz. These were first briefly introduced in year 6. They learn of the context behind them, including history and geography connections. The keyboard is their main instrument as they develop their understanding of treble and bass clef and learn how to build and play chords in major and minor tonalities.

Then, pupils move onto Latin-American music and fusion with pop music, learning all about different instruments and the links between music and dance. Cultural differences continue to be highlighted as pupils move onto Reggae music. Pupils then perform with the ukulele, first played in Key Stage 2, and use their voices to perform alongside Bob Marley songs.

Finally, pupils finish the year by performing and composing video game music and looking at the developments in music technology. They use the keyboards and ICT to study famous video game music including Tetris and Super Mario Bros.

Year 8 curriculum

Year 8 starts the journey by building on their year 7 knowledge of chords, and keyboard playing, and exploring hooks and riffs. This develops their understanding of song writing structures using relevant examples from both popular music and classical music. They then learn the historical context and culture of hip-hop, before pupils listen to and rap along to selected pieces of music from the 1970's, 1980's and 1990's as a whole class ensemble.

We continue their learning by studying film music, its evolving all the way from silent movies with live performers to modern-day soundtracks. They perform famous examples on the keyboard, working as pairs and improving their notation reading.

Pupils then learn about minimalism and dance music, their links and similarities, playing some popular hooks and riffs, linking back to their previous knowledge.

They finish the year by performing in bands of their own choosing, involving careers knowledge through interviews and artist profiles. Pupils have a choice of instruments and independently practice their parts.

SEN provision

At Ipsley C of E Middle School there is a consistent approach applied to inclusion and we believe that music is for all. This is vital to the success of the curriculum. In order to be successful musicians, every child must have the chance to access all parts of the curriculum being taught. We understand that pupils should have and do have access to additional support when necessary to ensure that this expectation is met. Work may be adapted or differentiated according to the need of every specific pupil. Examples of this include using an alternative hand to play a bassline, printed out big print pieces of music, playing a similar instrument which is accessible, or chunking tasks so that expectations are clear on each task. A tracker which is regularly updated details SEN adaptations in place and seating plans are planned, and considered, with potential barriers for those with educational needs and disabilities. This allows us to effectively plan and manage this within the classroom and to embed practices and routines that allow us to overcome said barriers. For example, we have opportunities for pupils to use quiet and safe spaces via practice rooms. We ensure that all needs are considered with the lesson and work to accommodate this via wellbeing callouts and timeout cards, as well as additional members of staff as required.

Partnerships

Ipsley C of E Middle School has a partnership with Severn Arts which provides us with professional development for teachers, opportunities such as workshops as relevant, and the loan of group sets of instruments like the violins and cellos.

Part B: Co-curricular music

We offer lessons on the keyboard, piano and the drum-kit. Lessons are charged per 20 minute lesson, split between two pupils or as individual lessons. Lessons are subsidised for all Free School Meals pupils so they pay a reduced 50% fee. Individual financial situations are taken into consideration and further funding from the music department is available as needed.

Ipsley Choir runs year-round and is free for all to join across every year group. Parents and carers sign children up to this club due to it running after-school (until 4:15pm).

Termly clubs such as ukulele or guitar club run according to demand and will usually be limited to Key Stage 2 as it links to the end-of-year curriculum for years 5 and 6.

Pupils can practice in the music room as agreed with Miss Lopes, and extra rehearsals for concerts are organised as to avoid children missing repeated lessons.

Part C: Musical experiences

We provide numerous opportunities for the children at Ipsley to perform both in and outside the classroom. Concerts are well-attended by both performers and audiences, which enriches the experience of participating in a musical performance.

Regular events:

- Christmas showcase at Ipsley
- Summer concert at Ipsley

Both of these events are free of charge and at Ipsley C of E Middle School. Parents and carers of children involved in the event are invited to watch the performance, alongside all staff. The performances during these concerts are varied and can include solo, duet and trio performances, the Ipsley choir, pupils taking instrumental lessons and ukulele or guitar clubs.

- Christingle singing events at various churches
- Christmas performances at St. Peter's Church and Christchurch

Ipsley Choir are asked to perform at events such as luncheons and Christmas dinners, which has an added benefit of the social justice value of giving back to the local community being evident throughout the day and the children seeing the impact they can make with their musicianship.

- Young Voices performance at an external venue

New this year, Young Voices is an inspiring concert by thousands of children singing the same songs at a local (Resorts World Arena) venue.

In the future

This section is about what Ipsley is planning over the next academic year and the future. All actions plans will be reviewed termly alongside the music department's line manager.

Action plan: To ensure pupils have access to live music, as part of a large ensemble, e.g. a CRST Music festival being organised.

Action plan: To make performances timetabled besides the summer concert and Christmas concerts. Increase visibility of performance at school events such as open evening and sports days.

Action plan: To use links to Arrow Vale and first schools around to showcase what expert musicians look like, both to a first school and from Arrow Vale to us.