



THE LEAF CENTRE



WILLOWTREE ACADEMY

# Music development plan summary

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Ms Y Moreman
Name of school leadership team member with responsibility for music (if different)	Mrs J Cook
Name of local music hub	Rotherham
Name of other music education organisation(s) (if partnership in place)	

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 Willow Tree Academy, music is a way for children to express their emotions enjoyably and creatively. It plays an important role in personal development and we aim to provide opportunities for all children to create, play, perform, listen, analyse and enjoy music across a wide range of periods, genres and styles. As Music mark schools we are committed to ensuring children understand the value and importance of music in the wider community and aim to provide opportunities for children to use their musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.

### Music curriculum - EYFS, KS1, KS2, SEND

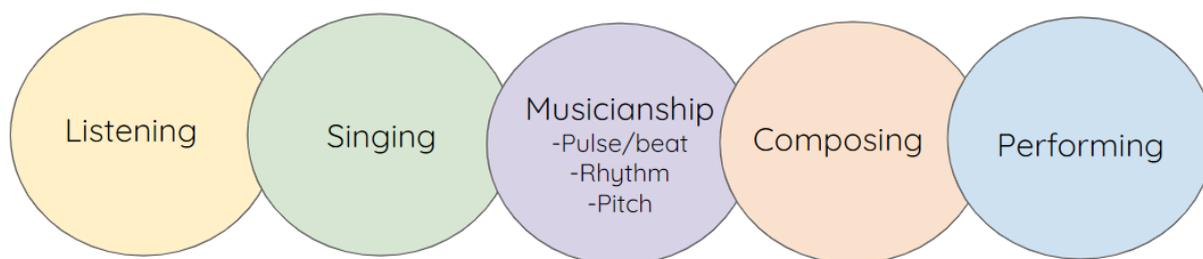
Our curriculum goes beyond the level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live

events).

Music is taught for every year group across the year and is within every timetable. In Early Years music is delivered through holistic practice as an integral part of early development and that musical development matters. Music is planned for across the four musical areas: Hearing & Listening, Vocalising & Singing, Moving & Dancing, Exploring & Playing. Invitations to engage with sound are planned for every day and singing is integrated throughout the day. Each week there is a focused taught music session.

The Charanga Musical School Model Music Scheme has been used as the main framework for our music curriculum from EYFS to Year 6. Charanga's scheme for the Model Music Curriculum follows a differentiated, spiral approach to musical learning which responds to the national requirements for musical education. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing for increasing musical confidence, while constantly being gently challenged to go further. Teachers are able to produce inclusive lessons for all children to access the musical curriculum taking into account individual needs and making adjustments where needed e.g. use of ear defenders.

Each unit taught covers these five elements:



### **Classroom instrumental teaching**

The children benefit from external music teachers visiting school weekly, offering whole class drumming, violins and clarinet teaching for children in Year 4. Throughout their primary music curriculum journey, children will also learn how to play Glockenspiels and Ukulele. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. Pupils also have the opportunity to use a variety of percussion instruments within music lessons and exposure to using Boomwhackers. Children have opportunities to understand staff and other musical notations within classroom teaching opportunities. Instruments are provided for free without insurance costs to remove any barriers and children are encouraged to play at home, and children are encouraged to continue learning on their instrument in the following year.

### **Links with external music organisations**

We have links with Rotherham Music Service, who offer whole class music teaching and support with our musical offer throughout school. To showcase progression in learning their instruments pupils hold ensemble assemblies for parents and the year ends concert where all schools supported by Rotherham Music Service come together and put on a performance: Big Bash and Big String.

### **Music CPD**

CPD opportunities throughout the year are used to offer teaching staff further development within this curriculum area.

### **Communications**

Music at Willow Tree Academy is on each individual school's website. Here we set out Intent, implementation and impact and curriculum coverage.

Parents are kept up to date with daily news by:

Music news on school learning blogs

X updates.

Fortnightly school newsletter

Visits into school to share with learning and learning outcomes.

## **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.

Cultural capital experienced through:

Throughout our curriculum we offer many opportunities for pupils to sing and play music across school. This is through assemblies where we explore a range of musical genres half termly where children are given the opportunity to sing and perform and just enjoy music. During social time out on the playground each playground has a music box where the children are able to play music they love and enjoy giving the children opportunities to talk about music they listen to or music that means something to them using memories that provoke an emotional response.

At school we have a choir that runs throughout the year after school which is run by members of staff who are passionate about music, children are then given opportunities to perform for members of our local community or at events within our local area or at concerts put on by the local authority.

Rotherham music services offer ensembles which provide our children with the opportunity to see live musicians who share their skills and expertise offering the children the opportunity to play a musical instrument outside of the curriculum. This is supported by parents, carers and the school. The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of children are involved.

Within our cultural champions programme children are exposed to music from varied countries, cultures and ethnic backgrounds celebrating culture, values and traditions enabling children to make creative choices and decisions on musical preference.

We provide children with varied opportunities to expand their knowledge of music beyond the curriculum taking the children to the theatre, ballet and the opera which allows the children to make progress in their knowledge and understanding beyond the curriculum.

In EYFS, children are provided with daily opportunities to listen to and sing a range of well-known nursery rhymes and songs. These opportunities are incorporated into different areas of the curriculum and parental/carers involvement opportunities, such as maths and

number with music sessions in the Early Years, linked to the ELG.

The creative curriculum offering allows children to perform songs, rhymes, poems and stories linked to areas of the curriculum.

We signpost parents to opportunities outside of school through our social media pages and class dojo.

## 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.

Weekly timetabled music sessions are part of the inclusive curriculum for music, and music sessions happen weekly. Children have some opportunity to attend concerts away from the community - for example, performing and listening to others perform at the Rotherham Minster, and visiting musicians from the music hub perform in a concert.

Children in Key Stage Two have the opportunity to perform at Sheffield Arena for the Young Voices concert in the spring term, where a range of genres are performed. Children then perform live in front of an audience.

Frequent concerts are scheduled throughout the year, such as Harvest Festival, Christmas Carols Concerts, Pantomimes, Nativities, Easter and an opportunity at the end of each academic year for each year group to showcase performance and composition happening in school.

Throughout their childhood experience at [Willow Tree Academy](#), all children have had access to the Rotherham Music service. As a trust, it is crucial that children across school having opportunity to learn an instrument and perform on their instrument, and then evaluating their own performances,

Through appreciating and understanding a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians

Opportunities to perform in a range of venues including;

The Royal Opera House - create, dance and sing project.

National events such as the 'Big String and Big Blast' at Magna.

Arena events such as the 'One Voice' performance.

Arena events such as the Young Voices concert with other children in South Yorkshire.

Residential homes

Cultural events in the community - Christmas, Fayres, celebration events etc.

Parents/carers are invited in to share lessons with their children and attend performances throughout the year.

Leavers production

Promoting communication in the local community singing at residential/care homes.

Cultural capital opportunities are built into our profound primary experience through collaborative working with performing arts companies such as Balbir Singh. Pupils work with artists, musicians, dancers and designers to put together a celebration of creative art. This is a legacy project which continues to be developed within our offer.

Music opportunities are scheduled with themes based on a whole curriculum, such as WillowVision with a link to modern foreign languages, talent show with a range of musical and performance themes (drama, dance and , exposure to live groups (for example, drummer from status quo), and a range of wider curriculum events inclusive of music, movement and dance.

## In the future

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

- Use music technology appropriately for pupils in EYFS to make their own choices about independent listening.
- 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 a knowledge progression for music and implement use across the academy.
- Continue to decolonise and ensure equal balance between male/female and diverse range of composers/musicians across the curriculum
- Look for opportunities to attend further South Yorkshire ensemble events

## Appendix 1

Useful resources for schools:

**Classroom 200** – 200 Pieces of classical music for Primary schools with all the accompanying teaching resources <https://www.classroom200.org/login>

**BBC 10 Pieces** – High quality resources for Primary and Secondary schools  
[www.bbc.co.uk/tenpieces](http://www.bbc.co.uk/tenpieces)

**Sing Up** – Vocal resources for your school (annual membership required)  
[www.singup.org](http://www.singup.org)

**Charanga** – Digital music teaching resource (annual membership required, discounted for all primary schools in Wolverhampton)

**Out of the Ark** – A collection of songbooks for schools, including: musicals, assembly songbooks, nativities and leavers' songs, class assemblies, sing-along stories and curriculum-based learning.

[www.outoftheark.co.uk](http://www.outoftheark.co.uk)

**TES Collection** – Resources linked to lesson planning, creative and cross-curricular for EYFS, KS1 and KS2

[www.tes.com/articles/tes-collection-music-top-20](http://www.tes.com/articles/tes-collection-music-top-20)

**Music Express** – An online resource for EYFS and Primary teachers

<https://subscriptions.collins.co.uk>

**Musical Futures** – A wide collection of resources to help deliver music in the classroom

[www.musicalfutures.org](http://www.musicalfutures.org)

**Garage Band** – Apple's leading digital music-making tool

[www.apple.com/mac/garageband](http://www.apple.com/mac/garageband)

**Music Mark** – The National Association for Music Education

[www.musicmark.org.uk](http://www.musicmark.org.uk)

**The Incorporated Society of Musicians (ISM)** – Professional body for musicians and subject association for music

[www.ism.org](http://www.ism.org)

**Musical Contexts** – provides teachers with quality, "ready to use", tried and tested and professionally presented resources for use in the primary and secondary music classroom.

[www.musicalcontexts.co.uk](http://www.musicalcontexts.co.uk)