

## Music at Portsdown Primary School - Music Development Plan 2024-2025

Agreed by Full Governing Body 19.7.24

### Curriculum Music

area	what happens now	what we would like to see	link to actions
<p><b>Overview</b></p>	<p>At Portsdown, we use Kapow to implement our Music curriculum. We aim to deliver a high quality music education which is designed to inspire all children to make music with others; to learn to sing; and to have the opportunity to progress to the next level of musical excellence if they wish to.</p> <p>Each year group from Reception to Year 6 has 4 units of 5 lessons to deliver appropriately across the year. Teachers decide when each unit would be best taught and move unit's dependant on the needs of the children and the curriculum.</p> <p>Year 4 access Portsmouth Music Hub's (PMH) peripatetic lessons for the year (currently being taught ukulele).</p> <p>We also have 6 music workshops a year, again run by Portsmouth Music Service</p> <p>Music is taught by both teachers and teaching assistants who have access to a whole range of online resources through the Kapow website, as well as a range of instruments in school (instrument list below).</p> <p>We use the Kapow assessment tool which is a short multiple choice test for each unit and this focuses on the key skills or vocabulary that the children will have learnt during this unit. The children enjoy music and engage well with all lessons.</p>	<p>We would like to see that music has helped the children develop co-ordination, communication and confidence whilst having fun! We would like for the children to all leave Year 6 being able to confidently play a musical instrument. We would also like them to feel confident knowing all of the inter-related dimensions of music and have had many opportunities to listen to, compose, play and perform music.</p>	<p>Continue to implement Kapow scheme.</p> <p>Continue to have Year 4 music lessons.</p>
<p><b>Whole Class Ensemble Tuition</b></p>	<p>As aforementioned, Year 4 currently have ukulele lessons provided by Portsmouth Music Hub. It is taught by a specialist music teacher who provides the instruments to the children and store them within school.</p> <p>It has been noted that 3 of the children within our current year 4 cohort have now bought their own ukuleles</p>	<p>Children have the opportunity to learn a different instrument either in Key Stage 1 or later in Key Stage 2. The offering of a club to begin so that the children can continue to play and practise their new skills.</p>	<p>Discuss possibilities of starting a Ukulele Club.</p>

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	at home and continue to learn and practise outside of school. They have also formed their own 'school band' and have been performing at lunchtimes and are planning to enter the school's talent contest.		
<b>Singing</b>	All children in Key Stage 1 and 2 take part in a singing assembly once a week whereby they learn to sign a range of different songs (different genres and themes). Singing assemblies are led by both experienced and non-specialist staff who enjoy singing themselves. Children in Nursery and Reception sing regularly each day and use songs as part of their routines also. Some year groups use songs as part of their learning e.g. multiplication practise to familiar songs in Year 4.	Children throughout the school having more opportunities to sing, rather than just singing assembly.	
<b>Instrumental music</b>	All children will have units within their music learning that require the use of instruments. This starts in Unit 2 in reception and carries on right to the last unit in Year 6. Not all units require instruments but children regularly throughout the year have the opportunity to play. Children in Nursery have access to musical instruments regularly, as well as planned activities using them.	Continuation of instruments being regularly used.	Updated list of instruments held in school. Regular check of condition of instruments.
<b>Technology</b>	Children do not currently use much technology within their music curriculum. They do use iPads and tablets to record one another's performances and use this to re-watch and give feedback and reflect.	More use of technology.	Discuss with computing lead any links between curriculum areas
<b>Opportunities to experience live music performance</b>	Limited experiences currently. Bournemouth Symphony Orchestra provided a workshop for the current Year 5 children. They will be offered the opportunity to attend the performance for the cumulative workshops in February 2025 at the Guildhall. The Year 2, children also participate in the Infant Voices performance at the Guildhall, Portsmouth (with an Infant Voices event held in school for Year 1 and 2 alongside a local primary school).	More opportunities built in to the curriculum to experience live music.	Explore live music opportunities - PMH?

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	The children also experience Makaton Choir performances, including where other schools join our choir to perform collectively.		

### Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see	Link to actions
<b>Overview</b>	Pompey in the Community currently run a Makaton Choir after school once a week. It is funded by the school and children do not pay to attend. A ukulele / African drumming club to begin Sept 2024.	Different children having access to the Makaton Choir and drumming club. Both KS1 and KS2 have opportunities to take part in a club.	Ensure a club is available for KS1 and 2.
<b>Singing</b>	All children in Key Stage 1 and 2 take part in a singing assembly once a week where they learn to sing a range of different songs (different genres and themes). Singing assemblies are led by both experienced and non-specialist staff who enjoy singing themselves. These are accompanied by a backing track. There are also units within the curriculum which encouraged the development of singing technique, for example in Year 3 Unit 2.  Children in EYFS regularly sing throughout the day as part of their routine. Children enjoy joining in and often make their own song choice requests.	More opportunities for singing right across the school to support learning in other areas.	Staff to look at opportunities for singing in other areas of curriculum.
<b>Ensembles</b>	Makaton Choir is run by Portsmouth in the Community. Children attend the practise once a week and have the opportunity to perform to parents/carers each term and also to a wider audience, for example in Gunwharf Quays or Fratton Park. There is also a dance club that takes place once a week using a variety of musical themes to create pieces to.	An ensemble for the instrument that is being taught in Key Stage 2. In the future, possibility of a choir (KS1 / KS2).	Access to live music.
<b>Tuition</b>	Children in Year have a 35-minute ukulele lesson once a week run by PMH.	The children that have learnt this instrument carrying on within the club and potentially being able to coach other children.	

## Leadership

area	what happens now	what we would like to see	link to actions
<b>Governing body</b>	Andrew Starr		
<b>Senior Leadership Team</b>	The SLT recognises the importance of all subjects. Music is therefore given the time, support and resources required to help ensure that it is a key component of a child's education at Portsdown Primary School and Early Years. By adopting a comprehensive and strategic approach, the Subject Leadership Team ensures that music holds a central and vibrant role in the educational experience of students. The SLT thereby ensures that the music curriculum is fully aligned with the National Curriculum. This includes covering all required areas such as performing, composing, listening, and appraising. As well as this, they are keen to highlight the connections between music and other subjects, such as maths (rhythm and counting), literacy (lyrics and storytelling), and history (musical eras and cultural context), supporting these links when they provide purposeful learning opportunities.	Continuation of this.	
<b>Subject leadership</b>	Music is led by Lauren Symonds who has had this role for the last two years. The curriculum was previously based on the scheme Charanga, however, it was felt that the children were not gaining enough skills or practical experiences from these lessons. Between the subject lead and SLT, research was carried out into other schemes and a trial was done of Kapow in Year 3 and 5 with all teachers having access to the website. The teachers' feedback was that the scheme was easier to follow, especially for non-specialist teachers, and contained a lot more opportunity for experiencing instruments. Learning walks and monitoring is done by both SLT and the subject leader. Feedback is asked for from the teachers and teaching assistants as to any CPD needs. Kapow also include CPD within their website and each lesson has a short 'teacher video'.	Continue access to CPD videos and staff watch key ones when needed.	

## Budget

area	what happens now	what we would like to see	link to actions
<b>Budget for Music</b>	£500 for the wider music budget, £1764 for peripatetic lessons. £1458 for after school club. £1200 for Makaton choir.	Income through other avenues e.g. concert ticket sales.	
<b>Music income</b>	Currently no income towards Music or musical events.	The possibility of children performing to parents/carers and charging a small nominal concert fee.	Discuss with SLT the possibility.

## Partnerships

area	what happens now	what we would like to see	link to actions
<b>Partnerships with schools</b>	Subject leader has attended two primary network meetings where useful websites were shared with leaders. SL shared these with the rest of the staff. They discussed assessment and SEN children and how this impacts the curriculum taught. SL did contact a SL from another school but unfortunately nothing came of this.	SL to have opportunity to see music curriculum in another school and discuss with their SL how it is arranged.	Possible link with another school.
<b>Partnership or relationship with local music service or Music Education Hub</b>	Portsmouth and PMH have a good relationship and we are well supported at Portsmouth in a variety of ways. A member of the team came in to support the SL with the curriculum (before Kapow). They provide music lessons and for 2024-2025, an afterschool club. The Hub also carry out a workshop to each year group per year (apart from Year 4). At Portsmouth we were involved with Infant Voices, organised by PMH, and held one of the festivals at our school. SL and SLT receive updates from the PEP which includes music offers. The Music Hub also regularly email SL with upcoming opportunities.	Continuation of this.	
<b>Cultural partners for music</b>	None at present beyond that we are currently involved in the Bournemouth Symphony Orchestra's Cocreation for 2024-2025, which included a Music and Poetry workshop with Lynne Forbes held on the 22 <sup>nd</sup> November	Links with outside networks to allow the chn to explore various musicians or groups.	Explore visits for in school related to curriculum.

## Accommodation and resources

area	what happens now	what we would like to see	link to actions
<b>Spaces for Music</b>	Lessons are usually carried out in the classrooms. Teachers will move tables back should more space be required. Some music lessons are carried out in the hall or playground as there is more space. Singing assemblies are carried out in the hall or in classrooms.	Continuation of this.	
<b>Resources available for Music</b>	<p>Portsmouth has a school subscription to Kapow which all teachers have a log in for.</p> <p>We are able to borrow instruments from PMH at no additional cost should we need them.</p> <p>We also have a range of instruments in school (list attached).</p> <p>Teachers report any issues to SL and SL checks this and updates the inventory through the year.</p> <p>There are some music books within the school which are kept with other curriculum resources. However these books were published quite a long time ago.</p>	Regular checks of the instruments. More instruments bought for school use to make sure there are class sets and enough resources for each child e.g. enough beaters.	More books to support the teaching. Non-fiction?

## Inclusion

area	what happens now	what we would like to see	link to actions
<b>Overview</b>	<p>Through the use of Kapow, there are lots of resources and additional CPD available to all teachers and TA's. We also have access to WidgitOnline which is beneficial for creating visuals for some children.</p> <p>Throughout the years, children will all learn and be exposed to a variety of different genres and themes of music. The songs that children learn in singing assemblies are set out in a progressive document to ensure that children are able to challenge themselves and to ensure the children are exposed to music from different cultures and genres. This extends to the new African drumming club to allow the children the opportunity to experience learning a non-Western instrument. Staff play different pieces of music when children are arriving and leaving all assemblies and are encouraged to talk about likes /</p>	Children to learn at least one song in a different language (KS2). KS1 children to learn at least a chorus in a different language. (Links to MFL in school?)	Look at curriculum for where this would be appropriate.

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	<p>dislikes and then a discussion is held about the piece of music and its history. Intervention times are alternated to ensure children do not regularly miss the same lessons.</p>		
<b>Special Educational Needs and Disabilities</b>	<p>Teachers regularly assess throughout lessons so children can act upon feedback given in the moment. Flexibility of work is given to those children who need it and tasks will be adapted where appropriate. Teachers have access to WidgitOnline which is used to create visuals for children to support understanding where appropriate. Children who may need some support are often paired with a child who has more confidence in that area so that they can support understanding of skills.</p>	<p>Continue ensuring all music lessons meet the needs of all learners. Look into any other support that may be useful for SEN children - what do other schools do that may be supportive?</p>	<p>Look at links with other schools to share ideas for SEN.</p>
<b>Religion</b>	<p>Teachers welcome any feedback and the curriculum is published for parents/carers/carers to view. The curriculum offers a broad and balanced view to religion and children will experience songs and music from a range of cultures and from throughout history. There are also additional opportunities within the wider curriculum for the children to experience music from different cultures and religions. As examples, the children experience music related to Divali in their dance lessons and within Year R lessons, while in assembly, the children experienced music linked to Gypsy Roma and Traveller History Month.</p>	<p>Continuation of current practice.</p>	
<b>Financial hardship</b>	<p>Children in Year 1 and 2 took part in Infant Voices hosted by our school and some children in Year 2 were selected to go to Portsmouth Guildhall to sing. The children were taken by minibus and the only charge to parents/carers was set by PMH for the ticket price. All parents/carers/families attended. Children are occasionally charged for some trips but rarely for costs involved with the music curriculum unless it is an enrichment activity (such as the cost of the tickets to attend the Infant Voices performance aforementioned).</p>	<p>Continue to allow children to take part in these experiences for limited / no cost where possible.</p>	

Progression

area	what happens now	what we would like to see	link to actions
<b>Overview</b>	<p>Children are encouraged to use their musical abilities both inside and outside of the classroom. Teachers will try and use music for motivational reasons and wherever it fits into the curriculum.</p> <p>Currently there is not a huge amount of progression from children's own interests and ambitions to outside of the classroom and this is something to be considered going further.</p>	<p>Children to be encouraged to take their interests further and have the opportunities to be able to join bands / orchestras / choirs.</p> <p>Staff to have the confidence to recognise children's abilities and talents and know how to support them further.</p>	<p>Training / support to equip staff with skills to recognise and provide / recommend opportunities for talented / interested children</p>
<b>Progression opportunities</b>	<p>At Portsdown, the children's talents are recognised and praised but staff do not have the confidence to provide or recommend how to progress this further. There is little music subject specific transition work provided between year groups and from primary to secondary school.</p> <p>Teachers will always raise if a child is particularly talented in an area, however, this tends to be in core subjects usually. Individuals, such as a talented ukulele player in Year 4, are recognised and provided with opportunities e.g., to perform to their class and the school.</p>	<p>As above.</p>	
<b>Pupil tracking</b>	<p>Each year, Portsmouth Music Hub carry out a data collection form which gives our school the opportunity to create discussion around involvement with musical services and opportunities. We are able to look at the numbers of children who do take part in these activities, however, the numbers are currently low.</p>	<p>Children having more opportunities to experience playing instruments and listening to live music.</p>	<p>Access to live music for all year groups.</p>
<b>Strategy development</b>	<p>SLT regularly review all curriculum areas and carry out pupil interviews and learning walks in all areas each term. This is looked at alongside the action plan in which the SL can discuss any requirements or needs. At the end of the academic year, the SL writes a report for the governors to read and action where required.</p>	<p>Continue.</p>	



## Objectives 2024/25

1. Establish an afterschool instrumental club.
2. Start to explore different ways to expose the children to a range of live music.
3. Continue the weekly teaching of an instrument to one year group.
4. Re-organise musical instruments and look at condition. Consider buying replacements where needed.

## Action Plan

*Actions here should mostly contribute to your objectives for the year and, of course, there may be more than one action needed to achieve one objective (or one action may contribute to several objectives). If there are actions to do with ongoing running of curricular or co-curricular Music that you want to capture here, even if they do not contribute to objectives, then do so of course.*

action	who	resources or cost	source	music hub support sought	complete by	
1	Support the set-up of an afterschool music club.	SL	£1458	PMH	Yes	Autumn 1
2	Look in to different curriculum areas in music / speak to teachers about what would be useful. Think about the school / wider community.	SL / SLT	Cost of visitors where applicable	Look online Discussions with others Discuss with other schools PMH	Yes	Dec 2024
3	Continue to have PMH to teach ukulele or another instrument for one year group (Year 4)	SL	£1764	PMH	Yes	Autumn 1
4	SL to ensure a check is carried out before the new academic year and inventory is updated.	SL	Cost of new instruments where applicable	Online where necessary	If needed	On-going

## Year-end report to Governors

*End of year subject leader report attached (2023-24).*

*2024-25 subject leader report to be attached upon completion.*

### Timeline (live and subject to change)

Date	Title or Type	Where?	Subject	By who?
1 <sup>st</sup> Sept 2024	Website update	Website	Ensure all information is up to date on the website for outside access.	SL
2 <sup>nd</sup> Oct	Network meeting	PMH	Cluster network meeting with all music subject leaders. Meeting 1 of 3	SL
Oct	Learn songs related to harvest	School	Practising and learning songs about the Harvest festival.	Class teachers
Dec	Christmas / Nativity songs	School	Children in Nursery - Year 1 begin practising their nativity. Children in Years 2-6 start to learn songs for their Christmas concert.	Class teachers / TA's
Dec	Christmas performance	School	Parents/carers invited in for Nativity / concert.	SLT / Teachers
5 <sup>th</sup> Feb 2025	Network meeting	PMH	Cluster network meeting with all music subject leaders. Meeting 2 of 3	SL
21 <sup>st</sup> May	Network meeting	PMH	Cluster network meeting with all music subject leaders. Meeting 3 of 3	SL
July	End of year performance	School	Parents/carers to be invited in for an end of year performance.	Class teachers / SL / SLT

Additional dates to be added when confirmed e.g. music workshops for each year group.

### Progress updates 24/25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Action 1						
Action 2						
Action 3						
Action 4						

## Subject Leader Report: Music 2023-24



*‘Our Vision is for every child to love learning, be compassionate and achieve now and in the future. Working together with our communities, we will give our children roots to grow and wings to fly.’*

### **Our Aims in...**

At Portsdown we understand the importance of teaching a broad and balanced curriculum to all children and giving the children foundations that will support them throughout their life, both in school and out of school. The Music curriculum here at Portsdown covers a wide range of themes and topics across many decades, allowing the children to make links with other subjects such as History and Art. The children are given the opportunity to use their voices, with increasing control as they progress through the school, play a range of instruments and beginning to compose their own music within KS2, but to also listen and appraise a range of different genres. The music curriculum is important to our children here at Portsdown as it gives them the opportunity to express themselves and learn new skills in a practical way.

### **Planning and Teaching**

Music is taught weekly across four out of six terms in all year groups at Portsdown, by a mixture of both Teachers and Teaching Assistants. Music is delivered through the use of the scheme Kapow, however, in some year groups, the teachers use their own musical strengths to adapt the way in which they teach Music to offer more into the curriculum. There is a vocabulary progression document available to all staff which starts in Reception through to Year 6. As well as the teaching from Kapow, staff have access to a wide range of instruments to support their teaching. Although the scheme ranges from Year R to Year 6 and does not have units specifically for Nursery, the Nursery have a wide range of instruments within their provision and also have access to the instruments in school and use these, along with other resources such as their voices, to allow the children to explore and express ideas through Music. Throughout this year, the children in Year 4 have had weekly Ukulele lessons and 3 children have even bought their own Ukulele’s for home use. Each year group has had a music workshop provided by Portsmouth Music Hub.

### **Assessment**

In class, the teachers are continually monitoring the progress of the children and can adapt lessons to suit the identified needs. The teachers are able to go back to previously taught lessons and use elements to support the learning of the children dependant on their needs. This ensures that all children are able to access the curriculum in a way suitable to their needs. Teachers are beginning to use videos as a tool for assessment. Towards the end of the year we have introduced the use of the Kapow assessment tool which gives a short

multiple choice quiz at the end of every unit for each year group. Throughout next year, the subject leader will look in to the best tool for assessment as there has been some uncertainty as to whether the Kapow assessment is the best way to monitor children's progress in music.

### **Monitoring the Quality of Teaching and Learning**

The monitoring of Music is done in a number of ways at Portsdown. Within Music, we believe that the children should be developing their musical ability through voice and practical experiences, therefore the key monitoring that takes place within Music is through talking to the children. The subject leader talks to children from a range of year groups to allow them to give their own views on what they have been learning, how the lessons are taught and what they enjoy / dislike about their lessons. Learning walks are also carried out throughout the school, in which Senior Leaders / the subject leader are able to see how the content of the Music curriculum is being delivered in different year groups. Feedback is then given to the subject leader who can act upon the comments and suggestions given from pupil interviews and learning walks. Teacher feedback is also always welcomed.

### **Wider Enrichment Opportunities**

- At Portsdown we have a wide range of tuned / un-tuned instruments in which all year groups have access to. These are now regularly used in class.
- Pompey in the Community run a Makaton Choir for KS2. The children have had the opportunity to perform at Fratton Park and at Gunwharf Quays.
- Children in both KS1 and KS2 take part in a singing assembly once a week and listen to a range of genres when entering and exiting daily assemblies.
- All year groups took part in a Music workshop run by Portsmouth Music Hub, focusing on different skills and for some, different instruments.
- Year 1 and 2 hosted Infant Voices festival. Some of the children in Year 2 then performed at Guildhall, along with other schools, in the evening.

### **Targets for 2023 – 2024**

- To continue to implement a progressive, well-planned curriculum from EYFS to Year 6 using Kapow.
- To ensure children receive high-quality, engaging music lessons.
- Ensure all teaching staff feel confident in what they are teaching.
- Use assessment to track the children's progression across the year.

### **Evaluation of Targets for 2023-2024**

- The Music curriculum at Portsdown has been well implemented this year with our first year of the condensed curriculum being fully delivered. Children have engaged well and staff feedback is positive. The progression document is well referred to and teachers are adapting plans to suit their pupils' needs best.
- Teachers are now more confident to use the instruments that are in school and this is especially aided by the CPD videos that Kapow offer.
- Teachers have recently started using the Kapow assessment tool which consists of a multiple choice quiz at the end of each unit (length of quiz varies dependant on year group). However, it was noted by one or two teachers they felt the quiz did not fully match what they had been teaching for that unit and therefore the Subject Leader will start the new academic year discussing with SLT possible ways to go forward with assessment and how it can be recorded.

Instruments List July 2023 - **TO BE UPDATED** ready for September 2024

12 tambourines

6 cymbals

3 rain shakers

8 Bells

5 Egg shakers

4 maracas

Whole Class Sets

35 glockenspiels

Boomwhackers

Drums

Handbells

Triangles