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| **Vision and Intent** |
| The enjoyment of music is promoted as well as learning about it and to create it, progressively building on children’s achievements, and skills. The intention of music is first and foremost to help children to feel that they are musical, and to develop a lifelong love for music. We focus on developing the skills, knowledge and understanding that children need to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team working, leadership, creative thinking, problem solving, decision making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school. |
| **What do we include in our provision at Coppice Valley?****Our plan** **for delivering high-quality music education and** **supporting children’s progress.** |
| **Where are we now?** | **What will we do next?** |
| **High-quality weekly music lessons** | The Kapow music scheme is used to help support the delivery and teaching of music at Coppice Valley.The progression of skills document shows how skills are built upon across each year group, within all areas of music.Music is inclusive for all learners and appropriate adaptations can be made to every lesson.Music is taught consistently for every year group, every week across the year and is within every timetable.In EYFS, children have opportunities to sing, explore sounds and dance and play to music. They learn how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movement to music. Children also have the opportunity to compose using a variety of musical instruments. Children will be able to perform their compositions in the spotlight stage area of the outdoor provision.In KS1, teaching focuses on developing a child's capacity to listen carefully and respond to a wide range of different kinds of music. Children play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions. Children also explore the way sounds and silence can create different moods and effects.In Key Stage 2 pupils revisit key knowledge and skills learned in KS1, several times across the key stage. For example, work on rhythm from KS1 is developed into rhythmic patterns with timbre in KS2. Children learn to contribute to a group or class performance. Pupils are encouraged to be aware of how sounds are combined and how they relate to each other. Children hear a variety of music and stimuli to help them to improvise and develop their own musical compositions with increasing independence and creativity. | Continue to develop planning to suit the needs of pupils. Use pupil voice to develop planning. Use staff voice to make sure that staff feel confident in delivering music and have access to any CPD needed to support their development. |
| **Vocal provision** | Singing assemblies are run once a week by the music subject lead in the school. The focus of singing assemblies is singing for enjoyment and being part of a mass choir.School sing at times of celebration and mass events – e.g. Christmas.After school choir is run weekly consisting of children from year 3 – year 6. Main focus is preparation for ‘Young voices’ and ‘Christmas concerts. | Include planned songs in all assemblies through the week to build a learnt repertoire. Launch an after-school choir for children in Reception to Year 2- ‘Little Voices’. |
| **Listening Curriculum – Co-curricular?** | Children are exposed to a variety of genres of music throughout music lessons and during assemblies. | Create a listening curriculum to ensure exposure of a wide range of genres, historical periods, music from different places and different instrumental sounds. Each half term there is a theme/ genre/instrumental family focus.  |
| **Performance opportunities** | There are multiple opportunities for children to participate in musical performances. * Children can choose to participate in ‘Young Voices’ and perform at the Utilita Arena in Sheffield.
* Christmas musical performances such as nativities, carol concert at the local church, singing at the Christmas markets and singing at a local care home.
* Once every three years, children have the opportunity to take part in the Harrogate Christmas Concert.
* Year 6 Leavers’ assembly and play.
 | Continue to provide performance opportunities and engage in new opportunities outside of school.Develop further connections with local secondary schools and schools across the Trust for joint performance opportunities. |
| **Music resources** | High quality instruments (tuned and untuned) displayed with names and images to support knowledge for children and staff. Enough resources for children to make their own choices for sound and play their own tuned instruments to develop skills. Coppice Valley toolkit has been created to support staff and children when talking about the interrelated dimensions of music. | Invest in more glockenspiels to have a full class set.Invest in tuned percussion to support music curriculum.Raise the profile of music through school display. |
| **Communication** | The music curriculum at Coppice Valley can be found on the school website: <https://www.coppicevalley.com/learning-at-coppice/subjects/music/> This outlines the curriculum intent and impact as well as the curriculum coverage for music. The long-term plans outline the skills and vocabulary progression.Parents are updated by posts on social media and can attend performances throughout the year. | Continue to update the website and our community communication with any changes to the music curriculum. |
| **Transition** | During transition to EYFS, teachers record stories and songs that are sent to children who are joining the school in September. EYFS teachers also spend time going into children's settings prior to their transition and join in with activities such as singing. | EYFS to create videos which focus on nursery rhymes and repetitive language for speech and language development through music.  |
| **Annual Action Plan** | Each year areas identified to move music on and maintain high priority. | Use targets from the action plan to further develop music within the school and ensure consistency across year groups. |
| **Beyond the Classroom** |
| **Where are we now?** | **What will we do next?** |
| **Instrumental learning** | Children are given the opportunity to learn an instrument through North Yorkshire music hub.Children are given the opportunity to learn to play the glockenspiel during their music lessons. | Build specific instrumental learning into the curriculum. Identify and use for support from North Yorkshire Music Hub.Signpost ensemble opportunities outside of the school community.  |
| **Vocal** | Young Voices – after school choir for children in Y3, Y4, Y5 & Y6. Inclusive and open to all.Opportunities given to children to perform in the choir at the Christmas markets and the Harrogate Christmas Concert. | ‘Little Voices’  |
| **Ensemble** | Children are given the opportunity to play the glockenspiel as a class during music lessons. | Look at setting up some ensemble groups either within a block of lessons or through an after-school club. |
| **Enrichment** |
| **Where are we now?** | **What will we do next?** |
| **Live performances** | Priority given to whole-school music experience through a whole-school visit to the pantomime every year at Harrogate Theatre. | Extend performance opportunities. Make connections with local high schools to see if they have children who could come and perform during an assembly. |
| **Leadership** |
| **Headteacher** | **Where are we now?** | **What will we do next?** |
| The Headteacher supports events in and out of school, supports the purchasing of new equipment and sustains the development of music through annual budgeting. | Identify a member of LGB with responsibility for music/arts within the curriculum. |
| **Subject leader** | Music leader has a strong passion for music. Access to CPD throughout the year including specific scheme CPD and Trust subject leader meetings. | Continue to support and provide staff with CPD to further their musical understanding. |
| **Teacher** | Supportive teachers who understand and believe in the importance of music. Inquisitive and always ask for support in ensure the best for their pupils. Staff provided with CPD opportunities to help support and develop knowledge and understanding of music.Staff meeting dedicated to looking at how we do music at Coppice, book looks and assessment. | Staff to continue to access CPD for personal development and make music subject leader aware of any support they may need. |
| **Pupils** | Pupils enjoy music lessons and expressing themselves through music. ‘I like music lessons because I like listening to all the different sounds the instruments make.’‘Music makes me feel calm and happy.’‘Music lessons allow me to express myself and gives me the opportunity to be creative.’‘Music is fun because we get to play lots of different instruments.’ | Create a group of music leaders who will support music development throughout the school, as part of our ‘young leaders’ programme. |
| **Communities and Partnership** | Local care home – Continue to perform at the local care home at Christmas.Your Harrogate – Continue to work with Your Harrogate for events such as singing at the Christmas markets. PTA – supportive of events, providing some funding towards travel, support in fundraising for instruments.  | Create a link with the North Yorkshire Music Hub to support music in school. |