# Music development plan summary: Thornley Academy

## Overview

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| **Detail** | **Information** |
| Academic year that this summary covers | 24/25 |
| Date this summary was published | Oct 24 |
| Date this summary will be reviewed | Jul 25 |
| Name of the school music lead | Anna Caine |
| Name of school leadership team member with responsibility for music (if different) |  |
| Name of local music hub | Durham Local Authority |
| Name of other music education organisation(s) (if partnership in place) |  |

This is a summary of how Thornley Academy delivers music education to all our pupils across three areas – curriculum music, extra-curricular provision and musical experiences, events and performances – 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.

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| The intent of our music curriculum is first and foremost to promote a love of music and for children to feel they are musical and can participate with enjoyment and passion. We focus on developing musical skills, knowledge and understanding to enable children to become confident **performers, composers and listeners.** As a school, we have chosen to use KAPOW as a central curriculum as it introduces children to music from around the world and across generations. Children will 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 they listen to and learn how music can be written down.  The curriculum will also develop transferrable skills such as team-work, leadership, creative thinking, problem solving, decision making and presentation and performance skills. These are vital skills and will help children to develop as positive citizens as they work within our core values. The curriculum in place for music ensures pupils meet the end of Key Stage Attainment targets as outlined in the National Curriculum.  The individual strands of performing, listening and composing (History of music in KS2) are woven together alongside the inter-related dimensions of music to create a holistic approach to teaching music.  Each five-lesson unit combines the strands within a cross-curricular topic to help children use their imagination to explore music enthusiastically. Children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these within their own improvisations and compositions.  A knowledge progression document identifies what children ‘need to know and remember’ and this is then mapped into a Long Term Plan and more detailed Medium Term planning which supports classroom delivery. A progression document which identifies what children will ‘be able to do’ shows the skills which are taught in each year group and how these develop year on year to ensure children securely meet the requirements at the end of each Key Stage.  The KAPOW curriculum is built around a spiral approach ensuring previously taught knowledge and skills are revisited and built upon. Children progress by tackling more complex tasks and by doing simpler ones better. They develop their understanding and knowledge of the history of music, staff and other notations as well as the interrelated dimensions of music.  In each lesson, pupils will actively participate in different musical activities which are drawn from a range of styles and traditions to help them develop their musical skills and understanding. Lessons utilise independent tasks, paired or group work as well as improvisation and teacher-led performances. Lessons are practical and include movement and dance as well as links across the curriculum.  Using the KAPOW teaching resources, differentiated guidance is available to ensure all pupils can access learning at their levels. Knowledge organisers help children to build strong knowledge foundations by encouraging them to recall facts and the core vocabulary.  To support delivery, each lesson includes videos to ensure staff understand and use the correct vocabulary. Ongoing CPD aids teachers in developing their own musical skills and knowledge.  Music is timetabled weekly for a 30-45 minute session. This enables children to continue to build on their knowledge and skills. |

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## Part B: Extra curricular music

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| We perform in school and in our local community throughout the year. Our Choir practices after school and at lunchtimes when necessary prepare for events. |
| **How do we communicate our music curriculum?**  Music at Thornley is on the school website  https://adderlane.wiseacademies.co.uk/curriculum/  This sets out Intent, implementation and impact and curriculum coverage.  Parents are kept up to date with daily news by DoJo and facebook. |

## Part C: Musical experiences, events and performances

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| We perform publicly both inside and outside of school. We perform in the local community particularly at Christmas. In addition to this we also perform to parents at our Harvest festival, Christmas performance and End of year celebrations.  We visit the theatre at least once a year to watch a performance, maybe a pantomime or musical. We heavily subsidise these visits so that poverty is not a barrier to this experience.  Each summer, a brass band performs from the Durham Brass Festival. This is a family event and is enjoyed by all. |

## In the future

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| In the future we would like to expand our musical enrichment opportunities. This would include peripatetic music lessons for children and class lessons with musical experts. We also like to expand our provision to see/experience musical performances in theatres and in school on a more regular basis, we believe this to be an essential experience for children to ignite their love of music. |

## Further information (optional)

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| The Department for Education publishes a [guide for parents and young people](https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people) on how they can get involved in music in and out of school, and where they can go to for support beyond the school. |