

Music development plan summary: Holly Park 2024-25

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	August 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Imren Halil
Name of school leadership team member with responsibility for music (if different)	Ann Pelham HT and Emily Sampson AHT Curriculum
Name of local music hub	Barnet Education Arts Trust (BEAT)
Name of other music education organisation(s) (if partnership in place)	N/A

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.

Timetabling:

All children at Holly Park from Reception to Year 6 have a weekly whole class music lesson with our music subject leader – Mrs Halil.

Weekly whole class lessons for Reception are currently 40 minutes long. Lessons for other year groups are one hour long.

Teaching Space:

We have a dedicated music room for the teaching of music. This room has an interactive smart board, a key board and a range of musical instruments.

This room has a working wall and a vocabulary tree in line with those in classrooms.

Curriculum Design:

There is a whole school curriculum in place which clearly maps progress and skills across the key stages. The curriculum is based on the national plan for music education and the model

music curriculum. At Holly Park, we follow the music programme of study outlined in the National Curriculum, supported by the resources and online platform of Charanga (model curriculum)

A broad range of music is taught covering a diverse range of genres and cultures. Music from different time periods and from around the world is evenly balanced throughout the curriculum.

Music technology is utilised in our curriculum.

Children have opportunity to play untuned and tuned musical instruments. They learn to play both the xylophone and the Ukelele. They use these instruments for whole class ensemble lessons. This enables children who would not otherwise have the opportunity to learn an instrument through regular weekly lessons to gain the basic skills at beginner level.

Children are given opportunity to play an instrument as part of an ensemble and develop basic musical skills such as music notation and playing in time.

Y6 children have lessons dedicated to music technology, helping them to gain the skills necessary for the continuation of their music education at key stage 3.

Our music curriculum develops our children's skills through singing, listening, composing and performing.

Children have opportunity for:

- Singing
- Listening
- Composing
- Musicianship
- Performing
- Musical History

We hope that children will develop a broad and deep understanding of music and foster a lifelong appreciation and love of music.

We hope to develop well rounded musicians who engage in music in a meaningful way.

We hope to nurture the musical talent and interest of our pupils.

Nursery:

In our Nursery, children participate in music in line with Development Matters. Children learn to:

- Sing a large repertoire of songs.
- Use large-muscle movements to wave flags and streamers, paint and make marks in response to music.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar

songs.

- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Assessment:

Assessment in music follows our approach for all foundation subjects.

There will be ongoing formative assessment with some summative assessment e.g at the end of composition work.

- An informal or formal assessment is to be carried out. This should focus (primarily) on knowledge acquisition. Do they demonstrate a good understanding of the topic and can they apply relevant vocabulary?
- Does the sequence of learning demonstrate the pupil has developed and improved their ability to work musically?
- Where possible use an end piece (composition, song, performance) as a basis to analyse and reflect upon the pupil's development of skills. Have they developed and improved upon the specific skills for the unit?
- Create a floor book entry and invite pupils to provide comments that demonstrate their identification of the skills they have developed over the unit.
- Identify possible next steps and feedback. What have they done well what should they develop in music moving forward?
- Share any areas of note with pupil and (where possible) with parents/carers through the end of year report. Significant areas of strength or for development to be noted.

Inclusion:

Every pupil is different. Pupil's individual needs are considered and adaptations made to ensure success in music. There is ambition for all pupils.

Lessons take into consideration children with SEND. The needs of the children are communicated well. Accessible materials and instruments are provided.

Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras

We monitor the engagement of Pupil Premium and SEND children in extra-curricular music.

Cross Curricular links:

Every opportunity is taken to use music in other curriculum areas e.g as inspiration for writing. In Dance lessons music is a huge part of the experience e.g Country dance music in Y3, Tudor dance music and African dance music in Y4, music from around the world in Y5 and British dance music from WW2.

CPD:

Mrs Halil is able to access high quality CPD courses through BPSI (Barnet Partnership for School Improvement) and through online courses on the National College.

There are strong links made with other schools through Barnet with opportunities to share resources, expertise and to organise events.

Awards:

Mrs Halil rewards achievement and progress in music in line with our whole school approach.

She can award a marble in the jar for whole classes for their music participation
She can send notes home to inform parents about particular musical achievement
She can award house points for effort in music and for a positive attitude to music lessons
She can award star of the week certificates for particular achievement
She can nominate children for Headteacher Awards for exceptional personal achievement

Part B: Extra-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.

Through singing in assemblies, we offer children the opportunity to have a collective experience of singing together which builds a sense of community and shared joy in music making.

In assemblies across the week, the children listen to a variety of music as they enter and leave the hall. The compilation is put together by the music lead and includes music of different genres, era's, styles and from different cultures.

The children in KS2 participate in a fortnightly music assembly on Wednesday mornings led by the music lead. They get the opportunity to sing as a larger ensemble and they sing songs for different festivals and celebrations across the year.

On Monday morning assemblies, the children regularly get the opportunity to sing the school song together as a larger ensemble.

In addition to the weekly whole class music lessons, there are optional instrumental lessons in clarinet, flute, saxophone, cello, table, drum kit, violin and guitar.

These lessons are offered on a one-to-one, paired or small group basis.

Our tutors are currently provided by BEAT (Barnet Education Arts Trust).

Parents and carers pay for these lessons and instruments are loaned directly to the parents.

Our instrumental tutors encourage the children to join ensembles at Barnet's Saturday Music Centres.

Children are also encouraged to play solos, duets and in small groups. They are given opportunity to perform to an audience in front of their peers, staff and their parents in assemblies.

Music instrumental lessons are tailored to the needs of individuals. They can progress at their own pace and achieve their own musical goals. Children can take graded exams through recognised music exam boards.

There is an after-school choir for KS2 run by Mrs Halil that is paid for in the same way as the other school run after school clubs and activities.

This opportunity gives children a chance to develop their vocal skills, learn to sing in harmony and perform in front of live audiences.

Part C: Musical performances

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.

As part of our holistic approach to education, we provide a rich diet of experiences that nurture the whole child. We want to give our children exposure to the joys of performance. We offer many opportunities for musical performance. These opportunities give children the chance to be part of a larger musical community, enhance musical skills and also build confidence and self-esteem.

There are performance opportunities each term.

In the Autumn term there is:

The Barnet Infant Music Festival where all of our Year 2 children get to perform songs that they have learned. They perform a song by themselves and several songs with a group of other local schools. This usually takes place at a local school.

Our Y3 children perform the Nativity. They learn a selection of songs that they perform throughout the nativity show. Many of the songs have actions with them. The children get to perform to the whole school and also to parents and extended family members.

In December there is a Christmas Choir Concert where members of the KS2 choir get to perform Christmas songs – traditional, modern and from around the world. They also sing songs relating to festivals of light for a variety of religions.

In the Spring term there is:

A KS1 show for Years 1 and 2. This is usually based on a children's book. The children sing a selection of songs throughout the show. The children get to perform to the whole school and also to parents and extended family members.

In the Summer term event is:

The Barnet Music Festival for KS2 where our choir get to perform songs that they have learned. They perform a song by themselves and several songs with a group of other local schools. This usually takes place at a local theatre – The Arts Depot

A Year 6 show. This is usually based on a well-known show or film. The children sing a selection of songs throughout the show. The children get to perform to the whole school and also to parents and extended family members.

In addition:

The school participates in a large Barnet event at The Royal Albert Hall every five years. This is an opportunity to perform in a world-famous iconic music venue as a huge ensemble with other Barnet schools and professional musicians in front of an audience of approximately 5,000 people.

In the future

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

The plan for the future is to:

Plan and book a music trip for one KS1 year group and one KS2 year group

Hold an informal instrumental coffee morning in Spring and one in Summer term. This event would include instrumental lesson students who learn both inside and outside of school. Small ensemble, duet and solo performances would take place. This would be an early morning event. Instrumental tutors would put some of their children forward for this and the music subject leader puts forward some children to play xylophone or Ukelele

To purchase Boom Whackers so that children can play as ensembles in lesson times and also the music lead can set up a Year 4 Boom Whacker lunchtime club.

To participate in the 2025 Barnet performance at The Royal Albert Hall

As part of our whole school SIP to make links with the local community through music and to make contacts with a care home and perform for the residents

Further information

Our instrumental tutors are provided by BEAT.

BEAT also encourage the children to join the hub's various ensembles and holiday courses when at the appropriate level.

This is a link to the BEAT website: <https://beatrust.org.uk/>

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. <https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people>

There is more information about music at Holly Park on our website: <https://www.hollyparkschool.co.uk/learning-links/music/>