

# Music development plan summary: The Mill Academy



## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	26 <sup>th</sup> July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Miss Lucy Cook
Name of school leadership team member with responsibility for music (if different)	Miss K Glyde Mr J Butterwood
Name of local music hub	Barnsley Music Hub
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.

Music is a universal language that embodies one of the highest forms of creativity. At The Mill Academy, we provide a high-quality music education enhanced by the Charanga Music Scheme which engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The Model Music Curriculum is designed to introduce the next generation to a broad repertoire of music from the Western Classical tradition, and to the best popular music and music from around the world. As pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Music is an essential part of the curriculum and an integral part of our culture. We ensure that we match the skills and aptitudes of all our pupils so that they can develop an understanding of melody, harmony and composition within the creative process that is 'music'. We aim for children to develop a love of and an aesthetic appreciation of Music as well as an understanding of its role in society, and developing links to their own personal development.

Units provide:

- Retrieval. A baseline quiz to revise and consolidate prior learning. Additional retrieval

opportunities include giving the children the chance to sing or play through previous performances they have learned. Revisiting these performances regularly allows the children to continue to deepen and broaden their knowledge and understanding of different musical styles and to consolidate their skills.

- Listening activities. The chance to focus in on a piece of music and its musical style or genre. Learn about how the elements of music combine in this style of music and about the social, historical or geographical context of the music. Compare this with other similar and contrasting styles of music and get to know some really great pieces of music!
- Singing. Learn to sing the song as part of an ensemble or choir, follow a leader or conductor and understand the meaning of the song. Demonstrate and develop correct posture, breath control and other singing techniques.
- Playing an instrument. Use a rhythmic or melodic instrument to learn a part of a class performance. Instruments could be tuned or untuned percussion or could draw upon the children's own instrumental skills. Differentiated parts are provided so that each child can feel successful and challenged and can learn to fit their own part within a larger group.
- Composing and improvising. Use the on-screen prompts to enable the children first to improvise music whether vocally or on an instrument. They will draw on the rhythms and melodies they have been practising and make up their own. When they start to practise this or to write it down in anyway this becomes a composition that the children can develop and improve over time a bit like drafting and redrafting in literacy. Its not a question of right or wrong but is more a case of having a go and creating what sounds good. The scheme sets up the activities within correct musical boundaries so that the children can only succeed.

Music is taught in all year groups, from Nursery to Year 6 on a weekly basis for a minimum of 45 minutes. In addition, Y5 receive additional music lessons from Barnsley Music Hub teaching brass. In addition to the Charanga Music Scheme, we have a variety of 'Musicians across the curriculum' which link to our topics.

Children have the opportunity to play glockenspiels every music lesson, and will perform to their parents during shared learning events. Staff record and save videos or recordings of children's learning/performing or photographs of notation and save these in Staff Shared/Music Evidence. Each class should perform regularly in class and in assemblies, as a group or individually. These are shared on our social media platforms.

In EYFS, there are additional opportunities for music, including 'squiggle while you wiggle', a listening station with a Tonie box, a music area with a piano and music sheets to challenge the children to follow them and create a tune, and celebrate World Nursery Rhyme week by dressing up and singing songs.

Our curriculum is ambitious for all pupils, including those children with SEND. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupils' individual needs are considered and adaptations are planned to ensure the success of pupils in all subjects.

The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge. Where pupils are identified with having complex needs, it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil.

Adaptations may include supporting pupils to pay attention to key aspects as well as reducing excessive or unhelpful demands on working memory. Time is also planned to ensure pupils with SEND are pre taught instructions and vocabulary to support their understanding.

## 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.

One-to-one tutoring from Barnsley Music Hub is offered to children who wish to pursue additional lessons, both in school and outside of school. Children have the opportunity to loan instruments from the Hub annually.

Each week, children participate in whole school singing assemblies for 15 minutes where they develop a range of voice and performance skills. Singing from an established repertoire, children explore a broad and diverse range of songs and compositions that complement their wider creative curriculum as well as their social and emotional development. Children will be taught essential vocal techniques, including warm-ups, correct posture and breathing exercises to improve vocal quality. This consistent practice not only enhances their singing abilities but also instils discipline and confidence. Each term, or sooner, children have the opportunity to perform the song they have learned in their music lessons to the rest of the school, giving them the opportunity to participate and be part of an audience.

On our website, we have also published a 'Music in the Community' document signposting parents to other opportunities for music outside of school. These workshops range from toddler groups, SEN, youth groups to supporting elderly through music. We recognise that music brings together a community and a family. Through our Music Intent Statement, we have provided a link which has a list of the best children's books about music, composers, instruments, singing and performing.

## 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.

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Music also helps us to feel part of our community; in our class, our school, our community and our wider community around the country and around the world. Some of our children are lucky enough to be selected for Barnsley's Youth Choir and travel the UK to perform. BYC provides outstanding opportunities for young people who live in Barnsley and has developed a reputation for excellence. The choir is ranked 3rd in the World Rankings in its category and has won 8 first prizes in some of the biggest international competitions in the world.

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groups, SEN, youth groups to supporting elderly through music. We recognise that music brings together a community and a family.

Children in Year 5 learn brass instruments through the Barnsley Music Hub, who organise Music Festivals for the children to perform at. Parents purchase tickets to attend this event.

Children can access their YUMU student accounts at home and compose their own music in different musical styles which they save to their user areas. Parents also post on X to share their musical learning, and some on their own Youtube accounts.

<https://www.youtube.com/watch?v=dfc4Xd-KPIU>

'James wanted to immerse the listener in the realm of urban landscapes, devoid of the natural world's serenity, portraying a world shaped by technology and the monotonous rhythm of urban life'

Our Year 6 cohorts have the opportunity to visit a West End production in London, to observe a professional theatre production, broadening their horizons and deepening their understanding of the performing arts. These experiences are invaluable in developing students' appreciation for the arts and enhancing their cultural literacy.

Children also have opportunities to perform at The Academy Theatre each year where parents will watch the performances of their children. Children also have the opportunity to rehearse in front of the whole school before their final performance.

In addition, children have opportunities to perform at the local church and local care homes for the residents at special times of the year such as Harvest and Christmas. In the autumn term, we have an EYFS and KS1 nativity performance, which brings the school community together to celebrate the festive season. Similarly, our KS2 students participate in a carol concert, where they perform for the whole school and the wider community. These events not only celebrate students' musical achievements but also strengthen community bonds.

African Drummer workshops are booked in where the children have the opportunity to listen to live music, music from a different culture, sing along and learn how to play African Drums.

Our Year 6 students have the opportunity to participate in an end-of-year production, where they write their own scripts and songs, performing on stage with musical accompaniment and vocals.

In conclusion, our comprehensive music programme at The Mill is designed to provide students with a wide range of musical experiences. From attending live performances to participating in structured singing assemblies and seasonal concerts, our students are immersed in a vibrant musical culture that nurtures their talents and fosters a lifelong love of music.

## In the future

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

- Form a school choir, who practice songs to perform in assemblies.

- Professional Development for Teachers: We will continue to conduct regular CPD sessions starting from the next term, focusing on identified needs through learning walks and staff feedback. These sessions will cover various aspects of music education, including new teaching strategies, assessment techniques, and use of technology in music. Enhancing teachers' skills and confidence in delivering music education will lead to more effective teaching and better student outcomes. CPD that focuses on developing teachers as musicians will be particularly beneficial, as highlighted by OFSTED's research review.
- Opportunities for live musicians to come into school to perform.

## Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide 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.