

# 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)	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.

At The Mill Academy, we have meticulously reviewed the guidance from the Model Music Curriculum to refine and enhance our approach to music education. 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. Our curriculum is designed with a strong emphasis on listening and appraising, and opportunities to explore and be exposed to a variety of music genres. This approach ensures that our pupils develop a broad and deep understanding of music, fostering a lifelong appreciation and love for the subject.

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. As pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with intent. 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 pupils 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 to revise and consolidate prior learning. Additional retrieval opportunities include giving the pupils the chance to sing or play through previous performances they have learned. Revisiting these

performances regularly allows pupils 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 pupil'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 pupils 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 pupils can develop and improve over time. The scheme sets up the activities within correct musical boundaries so that pupils can only succeed.

Our approach to the Music curriculum ensures that it is taught discretely to ensure depth and rigour. 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 curriculum topics. 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 pupils 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 pupils 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.

In summary, our Music Curriculum is designed to provide a robust and comprehensive music education that nurtures the musical talents and interests of all our pupils. By focusing on listening and appraising, and ensuring a structured and progressive approach to teaching music, we aim to develop well-rounded musicians who appreciate and engage with music on a deep and meaningful level.

## 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.

At The Mill Academy, we are committed to providing a rich and diverse musical education that extends beyond the core curriculum. Our co-curricular music programme is designed to offer pupils numerous opportunities to sing and play music, fostering a lifelong love for the subject and enabling them to make significant progress in their musical journey.

### **Barnsley Music Hub Sessions- Individual Tuition**

Our partnership with Barnsley Music Service brings an exciting dimension to our music provision. Barnsley Music Hub deliver sessions where pupils can learn to sing and play a range of instruments such as drums, keyboards, guitars etc.. These sessions are highly engaging and allow pupils to explore different genres of music, fostering creativity and enthusiasm. The hands-on experience with instruments also helps to keep pupils motivated and interested in their musical development.

This caters for pupils who wish to pursue music more intensively, we offer individual tuition for a variety of instruments. These sessions are tailored to the needs of each pupil, allowing for focused and personalised instruction. This one-to-one tuition ensures that pupils receive the attention and guidance they need to progress at their own pace and achieve their musical goals.

### **Whole School Singing Assemblies**

One of the cornerstones of our music provision is the whole school singing assemblies. Each week, pupils participate in whole school singing assemblies for 15 minutes where they develop a range of voice and performance skills. Singing from an established repertoire, pupils explore a broad and diverse range of songs and compositions that complement their wider creative curriculum as well as their social and emotional development. Pupils are 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, pupils 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.

### **School Website**

On our website, has a published '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 pupil's books about music, composers, instruments, singing and performing.

In conclusion, The Mill's co-curricular music programme offers a wealth of opportunities for pupils to engage with music in meaningful and enjoyable ways. By providing a variety of singing and instrumental activities, we aim to nurture each child's musical potential and instil a lifelong appreciation for the art of music.

## **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.

At The Mill Academy, we are committed to nurturing confident, lifelong learners who are proud of their heritage and ready to make a positive contribution to society. As part of our holistic approach to education, we provide a rich diet of experiences that nurture the whole child on their journey to adulthood. A crucial component of this is our comprehensive music programme, which includes a variety of musical events and opportunities designed to expose pupils to the joys of performance and foster a deep appreciation for music.

Each week, pupils participate in whole school singing assemblies where they develop a range of voice and performance skills. Singing from an established repertoire, pupils explore a broad and diverse range of songs and compositions that complement their wider creative curriculum as well as their social and emotional development. Each term, or sooner, pupils 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.

Music also helps pupils to feel part of our community, in class, in school, in the wider community around the country and around the world. Some of our pupils are part of Barnsley Youth Choir (BYC) 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 in its category and has won 8 first prizes in some of the biggest international competitions in the world.

Attending live performances is an integral part of our music curriculum. It exposes pupils to new crowds and environments, helping them develop a sense of belonging and build emotional intelligence. These experiences are well-planned, coherent, and progressive, ensuring that all pupils benefit from them. For instance, we have held whole school concert performances in our hall at Christmas, providing pupils with the opportunity to experience live music in a familiar setting. Additionally, the entire school has attended a pantomime performance, which not only entertains but also educates pupils about different forms of theatrical expression. We also offer numerous performance opportunities for our pupils. Pupils in Year 5 learn brass instruments through the Barnsley Music Hub, who organise Music Festivals where pupils perform. In addition, Year 6 pupils 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 addition, pupils 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 pupils participate in a carol concert, where they perform for the whole school and the wider community. These events not only celebrate pupils' musical achievements but also strengthen community bonds.

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 pupils' appreciation for the arts and enhancing their cultural literacy. Pupils also have opportunities to perform at The Academy Theatre each year where parents will watch the performances. Pupils also have the opportunity to rehearse in front of the whole school before their final performance.

In conclusion, our comprehensive music programme at The Mill is designed to provide pupils with a wide range of musical experiences. From attending live performances to participating in structured singing assemblies and seasonal concerts, our pupils 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.