## Overview

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| Detail | Information |
| Academic year that this summary covers | 2024-2025 |
| Date this summary was published | 20th November 2024 |
| Date this summary will be reviewed | Sept 2025 |
| Name of the school music lead | Vicky Latham |
| Name of school leadership team member with responsibility for music (if different) | Vicky Latham |
| Name of local music hub | Edsential |
| Name of other music education organisation(s) (if partnership in place) | Music for Life |

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.

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| At Tushingham we believe that it is important for all our pupils to encounter and experience music in all its widest forms, and in this way experience the rich cultural world in which we live. Through an engaging music education our pupils live out our vision by being inspired to work together, think creatively, consider diversity, embrace other cultures, explore emotions, build imagination, develop self-confidence and help them understand the value of sustained effort to achieve excellence and aspire to be the best they can be in God’s world utilising the talents and gifts they have been given. Moreover, it supports our positive mental wellbeing, providing us with joy that can feed the soul of our school and join us a school family.  **Implementation:**  The Tushingham music curriculum ensures pupils achieve the national curriculum outcomes by combining a variety of resources. We utilise the model music curriculum which provides a practical framework through which the statutory requirements of the curriculum can be met.  The MMC sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:  Singing  Listening  Composing  Performing/Instrumental Performance  Notation  Resources, particularly the Sing up music curriculum are then used to implement the model curriculum in EYFS, KS1 and lower KS2 with upper KS2 learning through whole class instrumental lessons provided by a specialist teacher.  In addition to weekly music lessons, pupils experience music performances by visitors and children are given opportunities to have private instrumental lessons within school time.  The whole music curriculum is further enhanced by opportunities to play in the Bridgewater hall, sing as part of the young voices choir and take part in special singing events such as the song for the queen, ( Platinum jubilee event ), Kings coronation and sing the Christmas story.  Music also forms part of our school worship, where songs and music used to praise and reflect daily.  We deliver a music curriculum that supports and celebrates inclusivity and diversity, encompassing a wide variety of music from different traditions and eras. Where appropriate, we also utilise the many cross curricular links that music has with other subjects, for example English, history, geography and PSHE.  A discrete Music lesson is taught for 30 mins a week in class 1, 45mins in class 2&3 and 1hour in class 4 . Pupils learn a range of tuned instruments during their time at school with Year 3 and 4 learning to play the glockenspiel which then builds into learning to play the trumpet or Trombone in year 5 and 6 led by a specialist teacher.  Singing is embedded throughout most music lessons and progresses from single melody lines to singing rounds, harmonising and building up to an octave range.  Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work. Sing ups Primary Music spiral curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing more simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.  At Tushingham, we recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children to ensure that all learners are fully immerse within the learning content for their age and stage. We achieve this in a variety of ways through adaptive practice including:   * Sharing a success criteria so that pupils have a clear understanding of what they need to do/show/remember to be a successful musician. * Clear modelling and explicit instruction, using an ‘I do, we do, you do’ approach. * Chunking learning to reduce cognitive load. * Enabling pupils to work in a range of flexible groups. * Providing a range of appropriate scaffolds, including language prompts, to aid learning. * Providing digital technology, such as the use of Ipads, to remove barriers for example writing or using accessibility features. |

## 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.

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| At Tushingham, we work closely with Edsential and Music for life who offer a range of individual Music lessons. Currently pupils in school learn the guitar, piano, keyboard and violin. Pupils are given the opportunity to perform solos or as an ensemble during whole school performances, talent shows and in celebration worship.  Each year , each class performs a musical performance where pupils can have the opportunity to sing and perform as a group or individually . |

## 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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| During assemblies, pupils can learn and sing a range of songs from different genres. Such songs can link to the season we are in, or to an aspect of personal development we are promoting across the school. Pupils can express themselves creatively and be a part of a collective vocal performance.  Each term, we hold whole school services, at St Chads Church, where children perform collectively, using their voice or using pitched or unpitched instruments. Such events include:   * Whole school Harvest service * Whole School Christmas service * Whole school Easter Service * Whole school end of Year Celebration   All pupils can experience a musical performance at Christmas usually the Pantomime performed at Theatre Severn, Shrewsbury. |

## In the future

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

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| * Increase pupils’ opportunities for enrichment, for example through a wider range of instruments or extra-curricular clubs. * Enhance connections with the local high school so that pupils can explore what Music is like at high school and be inspired by performers. * Increase uptake of pupils’ engaging in instrumental lessons to build more opportunities for ensemble work. * Increase opportunities for all pupils to attend musical experiences in our local area, appropriate to their age and stage through exploring funding schemes * Increase diversity of music listening opportunities by introducing ‘Musician of the Month’ and taking part in a singing event for Bob Marley’s 80th Birthday ( Feb 2025) * Use music to enhance community links, by groups of children performing at local nursing homes |