

Music Development Plan – Hasting Hill Academy

School: Hasting Hill Academy

Trust/local authority: Wise Academies

Local music hub: Sunderland

Music lead: Emma Petre

Music specialist (if applicable):


Headteacher: Ruth Walton/ Sarah Robson

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	Music Development Plan
1 – Overall objective	<p><i>The Music curriculum at Hasting Hill is designed to allow all children to sing, play, listen, appreciate, compose, perform and evaluate. These core strategies are embedded in weekly lessons, as well as Music assemblies every wednesday and through learning a new instrument within daily lessons. We use the whole school’s skills to perform in the Christmas Productions singing and termly school assemblies. The music played during assemblies encourages children to sing and perform. Within the classroom, throughout school, children are learning to play a range of instruments from Recorder, to Glockenspiels. Whilst learning to play instruments, children will understand how to read basic music notation, increasing in complexity. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.</i></p> <ul style="list-style-type: none"> ● <i>To ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of composers and musicians.</i> ● <i>To develop children’s singing through learning to sing by using their voices expressively.</i> ● <i>To ensure all children create and compose music on their own and with others.</i> ● <i>To ensure all children have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. To ensure all children create and compose music on their own and with others.</i>

	<ul style="list-style-type: none"> ● <i>To develop children’s understanding of how music is created, produced and communicated, through the understanding of pitch,duration, dynamics, tempo,timbre, texture, structure and appropriate musical notations,</i> ● <i>To ensure all children are exposed to a wide range of high-quality music from different traditions and from great composers and musicians to help develop their understanding of Music.</i>
<p>2 – Key components</p>	<p><i>In Key Stage One children will</i></p> <ul style="list-style-type: none"> -<i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> -<i>play tuned and untuned instruments musically</i> -<i>listen with concentration and understanding to a range of high-quality live and recorded music</i> -<i>experiment with, create, select and combine sounds using the interrelated dimensions of music.</i> <p><i>In Key Stage Two children will</i></p> <ul style="list-style-type: none"> -<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> -<i>improvise and compose music for a range of purposes using the interrelated dimensions of music</i> -<i>listen with attention to detail and recall sounds with increasing aural memory</i> -<i>use and understand staff and other musical notations</i> -<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</i>
<p>3 – Classroom instrumental teaching</p>	<p><i>Instruments are introduced early in the children’s music journey. EYFS use musical instruments through play and then in taught lessons. This continues into Year 1 through instruments in the Charanga sessions. The children can build on their skills each year.</i></p>

<p>4 – Implementation of key components</p>	<p><i>A detailed LTP for music has been developed across the school:</i></p> 
<p>5 – Communication activities</p>	<p><i>Music at Hasting Hill is on the school website : hasting hill - wise academies</i></p> <p><i>This sets out Intent, implementation and impact and curriculum coverage.</i></p> <p><i>Parents are kept up to date with daily news by:</i></p> <p><i>Facebook/dojo</i></p> <p><i>termly school newsletter</i></p> <p><i>Visits into school to share with learning and learning outcomes.</i></p>
<p>6 – Evaluation process for the success of the Music Development Plan</p>	<p><i>The music development plan will now be built into the action plan and reviewed on a termly basis.</i></p>
<p>7 – Budget materials and staffing</p>	<p><i>Class teachers teach their own Charanga music lessons. It is not included in PPA cover. Some teachers teach music more confidently than others. We have had CPD for charanga which developed the school skill set. Music lead has CPD opportunities through the year and are able to use staff meeting time to offer teaching staff further CPD.</i></p> <p><i>We provide opportunities for cross curricular learning including pantomimes performed both at school and also through visiting a local theatre (Sunderland Empire) so that every child experiences music in a theatrical setting. I use the funding from the LA to fund these sessions. Singing and choir lessons are taught within the school once a week and as an afterschool club, this is funded from the LA. This budget is worked out every September so we can plan</i></p>

	<p><i>for lessons and also book events such as attending Sunderland sings as part of the Sunderland Music hub.</i></p>
<p>8 – Pupil Premium and SEND provision</p>	<p><i>All children in Hasting Hill receive music lessons. Small group sessions mean that children with SEN are able to receive the personalised support they need.</i></p>
<p>9 – Summary Action Plan</p>	<p><i>Every year a Music action plan is developed and submitted to SLT. This is reviewed termly, and all actions are SMART.</i></p>