



# Music Development Plan Summary: Oakfield Junior School

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	Autumn Term 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Gill Venables
Arts Hub Lead	Sarah Lee
Name of local music hub	Surrey Arts
Name of other music education organisation(s) (if partnership in place)	NA

*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.

**Curriculum** – At Oakfield Junior School, we teach a bespoke music curriculum across the school.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims 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 the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

We explore music through the inter-related dimensions of music: playing/performing, listening and composing. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Our curriculum introduces children to music from all around the world and across periods of musical history, thereby helping them to develop an understanding of the cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities. We make the most of cross-curricular opportunities, singing songs from the Second World War in year 6, for example.

Pupils are taught musical notation and then use this to play tuned instruments and to compose music. As children move through key stage, we revisit key skills in a cyclical plan, so as to ensure enjoyment, confidence and progression.

#### **Intent - Music Intent:**

At Oakfield Junior School, Music is valued as an important part of our curriculum. Making and appreciating music together builds engagement, empathy, self-esteem and well-being. Rehearsal and performance require discipline and teamwork. The resulting sense of achievement creates life-long memories.

The aims of our Music curriculum is to support children to:

- Enjoy and have an appreciation for music, including opportunities such as instrument demonstrations, orchestra concert trips and world music workshops.
- Show curiosity in listening to, and evaluating music across a diverse range of historical periods, genres, cultures and traditions, including Baroque, Samba, Britpop and Gamelan.
- Sing and use their voices to create different effects.
- Play musical instruments, including world percussion, glockenspiels, recorders and ukuleles with control and enjoyment.
- Use their creativity to improvise and compose music, both on their own and co-operating with others, using instruments and music technology.
- Use a range of strong musical vocabulary.
- Revise and improve their work through self and peer review and reflection.
- Make judgements and express personal preferences about the quality and style of music.
- Confidently take part in performances with an awareness of audience and a sense of community pride.

Through music, we can be stimulated and challenged and we become confident, curious learners. The skills we learn at Oakfield set us on the path for creative careers, transferable skills and mindful music-making for life.

**Implementation** – Music at Oakfield is taught by our specialist music teacher, in 1 hour lessons, in our music teaching room. We align our topics and units of study with the National Curriculum; however, we enrich our provision with a wide variety of musical sources and Oakfield’s learning experiences that enable pupils to enjoy learning for life. In addition to music lessons, all pupils access a weekly 20 minute singing assembly, in which we come together to sing as a community, consolidating and sharing musical learning and singing a wide range of songs from different times and places and including partner songs and rounds and simple part singing. The singing assemblies are also an opportunity to use music to highlight special moments in the calendar, such as black history month, and to explore British values together.

By the end of Key Stage 2 pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. A high quality music education should engage and inspire 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 should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to musical repertoire from a broad range of times, places and genres.

End points for lessons will be shared with pupils and they will be encouraged to self-assess against differentiated success criteria.

Pupils will be introduced to and encouraged to use specialist musical language (‘lightning vocabulary’) which will be given to them at the start of a lesson or topic.

**Pupils should be taught to:**

Sing and Play Musical Instruments	Sing and Play in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy and expression. Recall sounds with increasing aural memory.
Create and Compose their own Music	Use the ‘Elements of Music’ to improvise and compose music for a range of purposes with increasing confidence and creativity.
Rehearse and Perform to an Audience	Develop rehearsal and performance skills, demonstrating musical quality and the ability to reflect and improve. Practise, perform and present with a strong sense of audience. Use and understand different types of written music, including conventional musical notation.
Listen and Respond to Music	Develop strong listening skills and the ability to describe what music makes you think/feel. Appreciate and understand a wide range of live and recorded music from different times, places and genres, including the music of famous composers to help develop a sense of musical development through history.

	Year 3	Year 4	Year 5	Year 6
<b>Topics Studied</b>	<ul style="list-style-type: none"> <li>• Harvest Singing</li> <li>• Christmas Singing</li> <li>• Recorders and untuned Percussion</li> <li>• Rhythmic composition</li> <li>• Baroque Music</li> <li>• Pop Music of the 1960s</li> <li>• West African Drumming</li> </ul>	<ul style="list-style-type: none"> <li>• Harvest Singing</li> <li>• Christmas Singing</li> <li>• Tuned Percussion and Body Percussion</li> <li>• Graphic score composition</li> <li>• Classical Music</li> <li>• Pop Music of the 1970s</li> <li>• Percussion from around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Harvest Singing</li> <li>• Christmas Singing</li> <li>• Ukuleles and Tuned Percussion</li> <li>• SoundTrap Composition</li> <li>• Romantic Music</li> <li>• Pop Music of the 1980s</li> <li>• Brazilian Samba</li> </ul>	<ul style="list-style-type: none"> <li>• Harvest Singing</li> <li>• Christmas Singing</li> <li>• Ukuleles and Tuned Percussion</li> <li>• Music Technology</li> <li>• 20<sup>th</sup> Century Music</li> <li>• Pop Music of the 1990s</li> <li>• Indonesian Gamelan</li> </ul>
Sing and Play Musical Instruments	Learn to sing some seasonal and topic-linked songs with mainly accurate pitch and good control and expression. Communicate thoughts and feelings to an audience through musical expression.	Learn to sing some seasonal and topic-linked songs with accurate pitch and rhythm and good control and expression. Perform with a sense of bringing together various elements of previous learning.	Learn to sing some seasonal and topic-linked songs with an awareness of each song's style, with accurate pitch and rhythm and good control and expression. Perform in parts, singing with strong awareness of audience.	Learn to sing some seasonal and topic-linked songs, maintaining their part in part-singing. Demonstrate musical quality in performance, putting detailed rehearsal points into practise.
Create and Compose their own Music	Compose in groups, from a visual stimulus and using some simple graphic notation.	Compose in groups, within a given structure. Begin to improvise using a few different pitches.	Show an awareness of the elements of music in group compositions. Improvise with some creativity.	Confidently adapt the elements of music in group compositions. Improvise creatively, with a greater range of notes.
Rehearse and Perform to an Audience	Communicate thoughts and feelings to an audience through musical expression. Take part in small group performances to the class.	Perform with a sense of bringing together various elements of previous learning. Begin to offer and receive constructive feedback with peers, following performance.	Perform in parts, keeping their own part going. Practise, perform and present with increased awareness of audience.	Perform in solo and ensemble contexts, demonstrating musical quality, putting detailed rehearsal points into practise in performance.
Listen and Respond to Music	Listen with attention. Use correct musical language to describe what they hear. Recognise the sounds of some instruments when played individually.	Listen attentively to different styles of music. Start to recognise and comment on style indicators and identify different instruments used.	Listen with good concentration. Find and internalise the pulse. Use musical language to describe what is heard.	Respectfully discuss responses to listening tasks using correct musical language. Identify style indicators and instruments heard.

**Adaptation** - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

**SEND** - We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Clear, single-step instructions and scaffolding will enable all pupils to achieve and succeed in music.

**Resources** - We have a range of instruments, stored in the music hut:

- large percussion instruments, including dhol, djembe and samba drums.
- selections of instruments from other cultures including a class set of samba instruments
- various xylophones & class set of glockenspiels
- class sets of boomwhackers, shakers and claves
- keyboards & two pianos (one in the hall)
- spare guitars and brass instruments for children learning with a peripatetic teacher
- spare recorders to support the Year 3 recorder project and older children joining in with extra-curricular activities
- class set of ukuleles for upper key stage 2 class sessions
- 15 midi keyboards for use with SoundTrap software, for which we have a subscription for upper key stage 2 composition
- Several music stands
- A strong collection of sheet music, song books and printed teaching resources

**Assessment** - On-going Assessment for Learning practices within class and group sessions, including the sharing of Learning Objectives and Success Criteria and self and peer assessments of understanding, outcomes and progress. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers to inform future provision and school development of music. Annual reports communicate to parents and carers to note particular skills, progress and/or effort in music.

## Part B: Extra-curricular Music & Enrichment

At Oakfield, we are proud of the extra-curricular music on offer to all children. This includes:

- A large and vibrant choir, offering regular performance opportunities and open to children across all year groups.
- An instrumental club – Oakfield Ensemble – which is open for all children and all instruments to have fun and develop their instrumental skills, with performance opportunities through the year.
- Visiting peripatetic teachers, offering lessons in piano, drums, keyboard, guitar and brass, paid for by parents or by pupil premium.
- Group brass lessons from year 4 onwards, in addition to the curriculum tuition in recorder (year 3) and ukulele (years 5 and 6)

## Part C: Musical Experiences

Across all year groups, children have a range of opportunities to experience live music and musical theatre performances through trips and visiting theatre and workshop groups and to take part in musical performances. These include:

- Trips to watch music and musical theatre productions at local secondary schools, including Yehudi Menuhin, our local specialist music school, who put on a schools' performance each December, with live music. This has included A Christmas Carol and The Snowman.
- Year 4 trip to GLive to see Southern Pro Musica perform a programme of classical music and to sing an audience participation song.
- Every other year, we host a visit from *Inspire Works*, whereby all children have a World Music Workshop exploring West African Drumming or Indonesian Gamelan music, before sharing their new skills in a celebratory assembly.
- Choir take part in Young Voices in the O2 and the Surrey Arts Primary Music Festival in Dorking Halls, as well as performing in the school Carol Service, Easter Service and Summer Concert.
- Instrumentalists have various performance opportunities, including Oakfield Ensemble and brass groups playing at the Carol Service and Summer Concert, and year 3 recorders and other in-curriculum learning shared in the Summer Concert and class assemblies.
- All children have the opportunity to take part in Harvest assemblies, (singing and instruments), the Christmas production, Carol Service and Easter Service in the church, class assemblies, Summer Concert, choir opportunities and the year 6 leavers' assembly.

## In the future

Whilst music at Oakfield is vibrant and inclusive, we are committed to constant reflection in order to develop and improve our provision. Here are some of our main aims for future development of music at Oakfield:

- Develop our peripatetic music offer through partnership with Surrey Arts, to expand to woodwind sessions, perhaps to include group opportunities to keep costs down for families.
- Continue to explore possibilities for pupil premium students to benefit from musical instrument sessions.
- Explore expanding our Easter Services to open them to a parent audience, to add to our calendar of shared music performances.
- Continue to pursue funding opportunities to replace the existing music hut with a modern, flexible facility.

## Further information (optional)

**Collaboration** – We are proud of our collaborations with Surrey Arts, Inspire Works, Rockademy, Yehudi Menuhin, Childrens' Concerts with Southern Pro Musica and with Young Voices. We seek to extend these relationships, especially where transition to and from Oakfield is supported. We also work with our feeder infant schools, for example sharing resources and best practice and inviting children in year 2 at Fetcham Village Infant School to watch our Christmas production dress rehearsal and a shortened assembly version of our Summer Concert each year, to aid confident transition.

**CPD** - We value the importance of staff training. Our music lead regularly attends network meetings and training sessions with and recommended by Surrey Arts.