

ILLUMINATE MINDS TRUST MUSIC DEVELOPEMENT PLAN



'Excellence Every day'



October 2024

Creativity/ Music lead: K Howes

1 – OVERALL OBJECTIVE/ VISION

The objective for Illuminate Minds Trust music provision in our school is to foster a vibrant, inclusive and dynamic musical environment that inspires creativity, encourages collaboration and nurtures a lifelong love for music among all students. We aim to create a space where every student feels empowered to explore their musical potential, regardless of their background or experience.

We plan to create a seamless pathway for musical development at Illuminate Minds that integrates the school curriculum with after-school activities, ensuring students have diverse opportunities to enhance their skills, creativity and engagement with music. Our vision is to provide all students with opportunities to learn a musical instrument, participate in ensembles, and engage in regular performances for the school and wider community.

Every student will have the chance to learn an instrument, regardless of their background or experience level, with a diverse range of options to cater to various interests and abilities. Fostering a variety of ensembles, such as orchestras, choirs, and small groups, will encourage collaboration and teamwork, creating a supportive environment for musical growth.

Regular performance opportunities will showcase student talent through concerts, community events, and competitions, helping them take pride in their achievements and enhancing their confidence. Promoting cultural enrichment is a key aspect of our vision. We will expose students to a wide range of musical genres, traditions, and cultural contexts, broadening their horizons and fostering appreciation for different cultures. Inviting local artists and cultural practitioners to share their knowledge will enrich the curriculum and help students develop a deeper understanding of the world around them. We will also create opportunities for students to engage with their cultural heritage through music.

Recognising the positive impact of music on wellbeing, will help us foster emotional expression and resilience in a nurturing environment where students feel valued and supported. Building strong connections with local musicians, organizations, and cultural institutions will enhance our music program and encourage participation in community events, fostering a sense of belonging and pride.

By focusing on these elements, our vision for music education at Illuminate Minds aims to maximise the cultural capital of all students while enhancing their overall wellbeing and confidence. We are committed to creating a vibrant, supportive community of music-making that showcases our students' talents and establishes our school as a leader in music education within the local community and beyond, cultivating a generation of culturally aware and musically literate individuals.

2 – KEY COMPONENTS

- 40 minutes session per week per class
- Music embedded into other activities, such as learning showcases/ assemblies/ celebrations
- Music to link to PE curriculum for dance and gymnastics
- Each class to follow the given provision
- Classrooms to have access to a bank of instruments
- Whole school gatherings/performances –
 - * Singing assemblies
 - * Whole school and class celebrations
 - * Dress rehearsals
 - * Visiting performances
- 1:1 lesson with a music teacher (external link)
- Use of IT in music lessons
- Use of music during PE lessons
- Staff surveys/ CPD
- Funding
- Looking ahead – orchestra/ ensemble

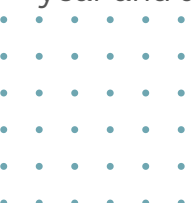


3- CLASSROOM INSTRUMENTAL TEACHING

At present we use the Charanga Musical School Scheme provides structured, week-by-week lesson support for every year group, making it ideal for both specialist and non-specialist teachers. It includes comprehensive lesson plans, assessments, clear progression pathways, and engaging whiteboard resources for every lesson.

At Illuminate Minds, the Charanga scheme is taught weekly by class teachers or HLTA. This approach offers students broad exposure to a wide range of musical styles and genres from various cultures, time periods, and genres. Teacher will guide students in exploring music through active listening, performing, and composing.

Each unit follows a clear learning sequence: listening and appraising, understanding the interrelated dimensions of music, singing, playing instruments, improvising, composing, and performing. The teacher will ensure students engage in these activities, providing them with a well-rounded music education that covers all key aspects. A well-defined progression of skills and knowledge will help the teacher monitor students' development throughout the year and across grade levels.



At present years 4 and 5 use glockenspiels for one half term per year. Shaker, bells, tambourines and small drums etc, to be sourced and used in all lessons by all students.

After funding is secured, we will move forward, to use the instrument section of Charanga to teach boom whackers (EYFE and KS1) recorders (years 3 and 4) and glockenspiels (years 5 and 6).

For some of our hearing-impaired pupils, these may need to be adjust accordingly.

4 – Implementation of key components

In the classroom

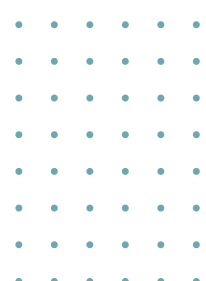
- Our timetables show at least 40 minutes per week for a music lesson within the classroom.
- All classes will to spend time, when needed, to practice songs or hymns for Celebration (i.e., Christmas/Parent assemblies/Y6 end of year production).
- Each class to follow the given provision (Charanga) to illustrate sequence of each lesson and how it is built on the previous one.
- Classrooms to have access to a bank of instruments in line with Charanga scheme of music
- Individual class celebrations for parents.



Whole school



- Having a music curriculum that can be accessed by all children, EYFS, KS1, KS2 and SEND
- The whole school get together to practice singing weekly for a 20-minute singing assembly
 - * (Looking into <https://www.outoftheark.co.uk/>)
- Whole School Celebrations
- Visiting performances
 - * Give children opportunities to see live music internal and with school trips eg. London Symphony Orchestra, attending and participating in concerts
 - * Creating links with secondary schools for visiting performances from older students who will inspire our children.
- Classes also have the opportunity to sing in class and whole school masses.
- During the school day small groups and 1-1 lessons in school, that feed into school ensemble.
- Develop a simple way of tracking students' progress and identifying potential.
- After school clubs for singing in preparation for external activities, such as Young Voices choir.
- Creating links with external organisations (music hubs) to support and promote music.
- Staff to be given CPD in order to deliver a consistent, progressive curriculum in order to develop performing, composing and appraising skills by applying listening skills and knowledge and understanding of music
- Staff questionnaires to find out levels of experience and talents of adults within school
- Give children the opportunity to combine music with Computing, composing music digitally
- Give children the opportunity to combine music with PE (dance and gymnastics), the opportunity to express themselves creatively and to develop their musical skills through an understanding of pitch, rhythm, dynamics, duration, timbre, texture and structure, using both instruments and voice



Performance opportunities over an academic year

- Religious celebrations such as,
 - * Christmas (concert/carols/nativity/end of year productions)
 - * Diwali
 - * harvest
- Pupils parent showcases – music linked to topic
- Young Voices choir
- School visits or workshops



Funding

- Look at school funding for an external music instructor
- Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g., PTA; local charities; fundraising in school from performances etc)
- Engage with wider community to offer performances and fundraise by asking for ticket donations
- Involve PTA to help with fundraising

Once the above is embedded, we have secured funding and therefore have an adequate resource of instruments - create a school orchestra/ ensemble

5 – Communication activities

School websites

Parents will be given a parent overview of all subjects ahead of a new half term. Here it will tell parents what their child's music focus will be.

Newsletter will be sent out weekly where any special assemblies and showcases will be.

Letters will be sent out to children to offer them clubs and after school music experiences. This also includes any trips that are music related.

Social media, Facebook, X (Twitter) and Instagram

6 – Evaluation process for the success of the Music Development Plan

- Half termly learning walks for music curriculum
- Drop ins by music lead to any assemblies, showcases or celebrations
- Staff questionnaire
- Pupil voice from a range of students

7 – Transition work with local secondary schools

- Create links with secondary schools in area to arrange both visits to and visits from students.
- Give secondary schools transition records of all children, detailing their –
 - * skill to play an instrument
 - * participation in choirs
 - * particular knowledge and understanding of music

8 – Budget materials and staffing

Collaborate with the CEO/headteachers to establish a budget for the music curriculum that includes funding for:

- * Curriculum music staff
- * Classroom instrumental teaching
- * Enrichment activities related to music
- * Maintenance costs for musical instruments and resources
- * Subscriptions to music education materials
- * Evaluate the planning, preparation, and assessment (PPA) time to determine how it can be effectively integrated into the music curriculum lessons.

Develop and implement professional development (CPD) sessions for classroom teachers to increase their confidence in delivering music instruction and singing activities within the music curriculum across both schools.

9 – Pupil Premium, SEND provision and HIP unit

Pupil Premium children

- Source and keep an up-to-date register of PP children's engagement in music activities
- Access budget to source provision for PP children if needed, to ensure equality.

SEND

- Meet with both schools' Special Educational Needs Coordinators (SENCo).
- Assess the access arrangements for students with special educational needs in music lessons and other curricular activities.
- Collaborate with the SENCo to review the music curriculum.
- Identify necessary adjustments to better accommodate children with additional needs.

HIP children

- Meet with Pelhams HIP unit/Headteacher
- Assess the access arrangements for students with hearing-impairments.
- Collaborate with the Pelham to review the music curriculum for HIP pupils.
- Identify necessary adjustments to better accommodate children with additional needs.

- Vibrating Instruments: Use instruments that produce strong vibrations for students to feel the music physically.
- Where possible, use rooms with soft furnishings that do not have an echo or background noise.
- Visual Aids: Employ music notation, visualizations, and captions to help students understand musical elements and lyrics.
- Sign Language Interpretation: Provide sign language to convey the meaning and emotions of songs for better comprehension.
- Assistive Listening Devices: Utilize FM (frequency modulation) systems and cochlear implants to amplify sound and improve clarity for children with hearing aids.
- Tactile Feedback: Incorporate instruments that offer tactile feedback and encourage movement-based activities to help students feel the rhythm.
- Interactive Apps: Use applications that visually represent music, making it more engaging and accessible.
- Multi-Sensory Activities: Implement activities that engage multiple senses, including sight, touch, and movement, for a richer musical experience.

10 – Summary Action Plan

Pupil Premium children

- Organise whole school music/singing assemblies
- Agree budget with CEO/ finance to purchase resources/ instruments etc.
- Staff survey (Find teachers experience/strengths/ needs for developments)
- Learning walks of music sessions/appropriate PE lesson and clubs already taking place.
- CPD for staff (this maybe use of online media, such as videos)
- Create contacts, local secondary schools/ music hub for support
- Look at what resources we have across both schools

Useful links



DfE Model Music Curriculum: Key Stages 1 to 3

https://assets.publishing.service.gov.uk/media/6061f833d3bf7f5ce1060a90/Model_Music_Curriculum_Full.pdf

DfE The power of music to change lives A National Plan for Music Education

https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The_Power_of_Music_to_Change_Lives.pdf

