

Knights Enham School
Music Development Plan
(2024 - 2025)

Vision

At Knights Enham Schools we provide...

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'



'Together We Achieve'

Nursery & Infants Latest Ofsted Inspection

Summary from Ofsted Inspection (March 2023)

Overall effectiveness Good

- | | |
|--|----------------------|
| • Effectiveness of leadership and management | Requires Improvement |
| • Quality of teaching, learning and assessment | Requires Improvement |
| • Personal development, behaviour and welfare | Requires Improvement |
| • Outcomes for pupils | Requires Improvement |

What does the school need to do to improve?

1. In some subjects, leaders have not yet precisely identified and sequenced the detailed knowledge that they want pupils to learn in the curriculum. This means that teachers do not always know exactly what knowledge needs to be taught and in what order. Leaders need to ensure that, across all subjects, the steps of knowledge that pupils should learn are coherently planned and sequenced from the beginning of early years.
2. Across subjects and the areas of learning in early years, curriculum implementation needs improving. Teachers do not consistently set ambitious activities that carefully match the planned curriculum. Therefore, pupils are not securely knowing more and remembering more. Leaders need to develop staff's expertise to effectively deliver the school's curriculum.
3. Leaders have not successfully established high expectations and clear routines for all pupils. This has led to inconsistencies in staff's behaviour management approaches. Consequently, the behaviour of some pupils disrupts the learning of others. Leaders need to ensure all staff have the highest of expectations for all pupils' behaviour and that leaders ensure there are clearly defined consequences to reinforce school rules.
4. Within the school's personal development programme some aspects are not coherently sequenced. Furthermore, pupils are not currently benefiting from a broad range of experiences. Leaders need to complete their revisions to the personal development curriculum and restart the full breadth of their planned offer.
5. Subject leaders do not have a clear oversight of how well pupils are learning the curriculum. Leaders need to provide training and create capacity for subject leaders to ensure the curriculum is implemented effectively and pupils attain highly.

Junior Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

Overall effectiveness Good

- Effectiveness of leadership and management Good
- Quality of teaching, learning and assessment Good
- Personal development, behaviour and welfare Good
- Outcomes for pupils Good

Ofsted Guidance for What the School should do to Improve Further?

- 1) Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- 2) Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- 3) Ensure that all teaching supports pupils with SEND effectively so that they make stronger progress in reading, writing and mathematics.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning/ SEND

Meeting the needs of all children to ensure good progress.

To improve staff knowledge of **High-Quality Inclusive Teaching (HQIT)**, where consistent **marking and feedback** is used to enable pupils to be challenged and achieve End of Year targets.

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

To ensure **middle leaders** have the skills to lead their subject effectively, **demonstrating impact** on the pupils' achievements.

3. Phonics & Early reading

Giving the children the tools to develop their love of reading.

To embed the teaching of **phonics** and the approach to **early reading** so that all children are fulfilling their potential as Knights Enham readers.

Music development plan summary: Knights Enham Schools

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	July 2024
Date this summary will be reviewed	December 2024
Name of the school music lead	C. Bartley (Junior) D. Whitehouse (Infants)
Name of local music hub	Hampshire Music Service

Intent

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

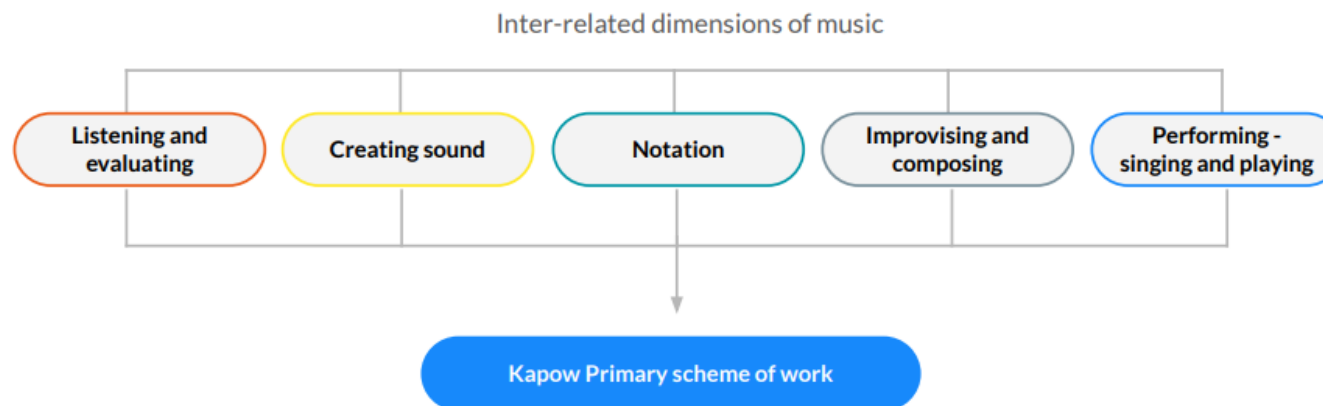
At Knights Enham Schools, we aim to provide a rich, progressive, creative and inclusive Musical Curriculum, which serves to ignite and strengthen a passion for Music in its many forms. In line with the Model Music Curriculum, we will ensure that the skills learned in each year group, from reception to Year six, are continuously built upon whilst also preparing our pupils for progressions to KS3. Through a wide range of activities, pupils will further develop their love of music, refining their individual taste and gaining confidence to be creative musicians with strong aural skills. They will encounter music by living composers and see composition as a current art form. Pupils will continue to internalise key musical skills and techniques through a range of activities including call-and-response songs and chants, improvisation, movement and active listening. Pupils will create music through improvisation, exploring how to write music for a specific purpose, and they will start to learn more sophisticated compositional techniques and structures to prepare for Key Stage 3.

We aim to ensure that all children are able to access and make progress on a musical instrument, which will further enhance their ability to read music, through knowledge and use of staff notation. Pupils will build musical confidence through active engagement with music as performers, music-creators and audience. Pupils will further develop their shared knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles and from different cultures. The history of music will be explored in a variety of ways, placing music in artistic, historical, social and political contexts, and building meaningful and memorable connections whilst strengthening understanding of the inter-related dimensions of music.

Curriculum implementation (including co-curricular music and musical experiences)

From this academic year, we will be moving to **Kapow's Music Scheme** to implement part of the Music Curriculum at Knights Enham Schools, which will be delivered in 6 lessons each half term, each lasting an hour. The modules and learning have been selected carefully paying close attention to the New Model Music Curriculum to ensure that our teaching is as progressive as possible, whilst also giving the children the richest of opportunities to explore music as a performer, composer and listener. The Kapow Music Scheme is being used in combination with our instrumental tuition, choir, singing assemblies, musical experiences and Music and Art history day to form one part of an extensive and rich music curriculum at Knights Enham Schools. The inter-related dimension of music are the building blocks of music education and run throughout our curriculum as an overarching strand. Our curriculum is cyclical and key skills will be revisited and built upon each year – a comprehensive break down of skills taught in each year group can be found through of Progression of Skills Document. Glockenspiels are used as our key instrument, at both schools, outside of our outsourced lessons to support our curriculum. Children also have access to a range of tunes and untuned percussion instruments to complement their scheme of work. Below is a diagram highlighting how our music curriculum is organised (the creating sound strand is specific to Year R, Year 1 and Year 2).

How is the Music scheme of work organised?



Inter-related dimensions of music

The inter-related dimensions of music are:

- Pitch
- Duration (including pulse and rhythm)
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation



The inter-related dimensions, often known as the building blocks of music, are integral to all strands of our scheme of work.

To clearly demonstrate their presence throughout, we colour code these foundational elements in pink across all strands in the Progression of knowledge and skills document.

Instrumental tuition – Listen 2 ME and Kapow

Alongside Kapow, children in years 4-6 will take part in instrumental lessons outsourced to Hampshire Music Service, which will teach them a specific instrument through weekly lessons over the course of a term. This also gives the pupils an opportunity to perform to an audience. During their time at Knights Enham Junior School, children will learn to play four different instruments, whilst also becoming confident singers. In year 3, children will be completing a scheme of whole-class instrumental lesson provided by Kapow and taught by the music lead, this will set strong foundations for the pupils to be able to progress and access the whole curriculum and future instrumental lessons.

Music History

In the academic year of 2023-2024, each year group had a focus era of **music history**, which works chronologically, as highlighted in the table below. In Summer Term, each year group received a specific half term of learning focused on their era of history, with the view that by the end of their time at Knights Enham Junior School, children will leave with a strong knowledge of the history of music. This half term of learning was complimented by our '**Art and Music History Day**', which is an annual day of project-based learning focused on each year groups era of history. The aim of the day is to have fun exploring key artists and composers of the era, whilst helping children to make the cultural connection between art and music of the time. To move this forward in 2024-2025, we are continuing with our eras of history through our Art and History Music Day and singing assemblies, however, our new scheme successfully embeds learning of the History of Music throughout the units we will be teaching. We believe this will be a better way of exploring the history of music within lessons and this feeds into our cyclical approach to the curriculum.

In reception, year one and year two, the focus will be on providing lots of varied listening opportunities including a range of high-quality live and recorded music. This will set strong foundations for listening and appraisal, so that the children are able to develop opinions, understanding, enjoyment and to begin to use musical vocabulary to describe music. YR, Y1 and Y2 will also enjoy a '**Music and Art Day**' to create projects which help them connect their love for both music and art and to further explore the cultural connection of the two subjects.

Year Group	Era of focus for Music and Art History Day
Year 3	Renaissance 1400 – 1600 Baroque 1600 – 1750
Year 4	Classical 1750 – 1827 Romantic 1820 – 1900
Year 5	Modern 1890 – 1960
Year 6	Contemporary 1960 +

Singing

Further to strengthening vocal and performance skills within lessons, children will be given further opportunities to develop their skills through weekly **singing assemblies** led by the school music lead at the Juniors and on staff rotation at the Infants. Singing assemblies are themed in a way to compliment and strengthen the curriculum, whilst embedding key vocal techniques and knowledge of musical vocabulary. The songs are chosen to compliment the theme and ultimately to embed the values of our school. Themes change slightly each year to reflect upon important events and to keep our assemblies fun and engaging.

Year Group	Themes 2023-2024
Autumn 1	School Values
Autumn 2	Christmas (vocal technique)
Spring 1	Disney
Spring 2	Movement through Music (signing)
Summer 1	Music History
Summer 2	Olympics

Year Group	Themes 2024-2025
Autumn 1	School Values
Autumn 2	Christmas (elements of music)
Spring 1	Music from Film/TV
Spring 2	Movement through Music (signing)
Summer 1	Music History
Summer 2	Pupils Choice

We also have two **annual productions** in our school year, with years three and four performing at a **Christmas Singing Concert** in December and years five and six taking part in a **musical school production** at the end of summer term. Next year, we will also be introducing a school **nativity play** at the infant school, with Year 2 taking the lead and Year 1 and Year R being the choir.

Choir

Children are given the opportunity to join and perform as part of the School **Pop Choir**. We have performed at The Anvil in Basingstoke, as part of 'My Voice, Our Song' and on a float at the Andover Carnival. We also performed at a Christmas Carol Concert at St Mary's Church, which we helped to organise alongside the Mayor of Test Valley. Further, we performed at the Andover Vocal Festival and the Summer Knights Fair. We love to actively seek new opportunities to perform and the choir are often invited to perform and assist during our weekly singing assemblies. We have also signed up to the new **Vocal Ambassadors** scheme organised by Hampshire Music Service, whereby a small group of students are empowered with the skills to lead and teach others to sing, this is something we will be developing in the next academic year.

Composition

As well as learning songs, we **compose** songs as part of the choir. In summer 2024, we composed an entry for a **national song-writing competition** for schools and placed in the top 50 out of more than 300 schools. In the 2024-2025 academic year, we are looking to work with music production students from our local college to record, produce and release our song. We will also be planning and implementing **Battle of the Bands** during Spring term, where lower school and upper school will be competing to write, record and perform a school song.

Brass Club

Each Wednesday, afterschool, children in upper KS2 are given the opportunity to take part in Brass Club, which is led by our Hampshire Listen 2 Me teacher. Children are able to further develop the skills learned in their Listen 2 Me sessions to become confident musicians. We are also working with Test Valley Brass to provide opportunities for children to develop their skills whilst playing as part of a band outside of school.

Listening opportunities and musical experiences

We are looking forward to having a visit from **Test Valley Brass**, to perform at our school in Autumn term. Moving forward, we will also be focusing on providing further opportunities for the children to see music being played in the community, for example at Orchestra Unwrapped and the Primary Music Prom. Our plans for developing musical experiences are highlighted in our action plan below and will cover both schools.

Federation

In the past year, our schools have federated and moving forwards, we will be working together to achieve a consistent and high-quality music education at both schools. We have worked hard over the past two years to make big strides in our development of the music curriculum at the junior school and we are now looking forward to replicating our successes and continuing to develop the curriculum at the infants. The music lead at the juniors and infants will work together to ensure that all children have a chance to experience a rich curriculum and to make good progress.

Impact

Through the consistent teaching of Music we will see the impact of the subject in the following ways:

- **Increased proficiency in the key areas of Music:** including performance, listening and composition.
- **More developed language and reasoning:** Students who have early musical training will develop the areas of the brain related to language and reasoning. The left side of the brain is better developed with music, and songs can help imprint information on young minds.
- **Emotional development:** Students of music can be more emotionally developed, with empathy towards other cultures. This can also lead to higher self-esteem and better emotional regulation.
- **Improved imagination and intellectual curiosity:** Introducing music in the early childhood years can help foster a positive attitude toward learning and curiosity. Artistic education develops the whole brain and develops a child's imagination.
- **Preparation for the creative economy:** Investing in creative education can prepare students for the 21st century workforce. The new economy has created more artistic careers, and these jobs may grow faster than others in the future.
- **Better self-confidence:** With encouragement from teachers and parents, students playing a musical instrument can build pride and confidence. Musical education is also likely to develop better communication for students.
- **Responsible risk-taking:** Performing a musical piece can bring fear and anxiety. Doing so teaches kids how to take risks and deal with fear, which will help them become successful and reach their potential.
- **Development of teamwork:** playing as part of an ensemble require teamwork. In these groups, students will learn how to work together and build camaraderie.
- **Improved creative thinking:** pupils who study the arts can learn to think creatively. This kind of education can help them solve problems by thinking outside the box and realizing that there may be more than one right answer.
- **More finely-tuned auditory skills:** Musicians can better detect meaningful, information-bearing elements in sounds, like the emotional meaning in a baby's cry. Students who practice music can have better auditory attention, and pick out predictable patterns from surrounding noise.
- **Better engagement and a more inclusive environment:** An enjoyable subject like music can keep pupils interested and engaged in school. It also often engages children who can find other areas of the curriculum tricky. Learning to play pieces of music on a new instrument can be a challenging, but achievable goal. Students who master even the smallest goal in music will be able to feel proud of their achievement.
- **Increased coordination:** Students who practice with musical instruments can improve their hand-eye coordination. Just like playing sports, children can develop motor skills when playing music.
- **Students learn to improve their work:** Learning music promotes craftsmanship, and students learn to want to create good work instead of mediocre work. This desire can be applied to all subjects of study.

- **A mastery of memorization:** Even when performing with sheet music, student musicians are constantly using their memory to perform. The skill of memorization can serve students well in education and beyond.

Further information

For more information about how you can get involved with music at home and in your local community – please follow the links below to Hampshire Music Hub’s webpage and to a guide published by the Department for Education to support parents and young people in their musical endeavours outside of school.

<https://hantsmusicclub.org.uk/>

<https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people>

1. Teaching & Learning

Meeting the needs of all children to ensure good progress.

Intent	Implementation/ actions	Monitoring	Timescale	Budget	Impact
To improve staff knowledge of High-Quality Inclusive Teaching (HQIT), where consistent marking and feedback is used to enable pupils to be challenged and achieve End of Year targets.	To implement new music scheme, Kapow, which supports those teaching music to deliver more structured and higher quality music lessons. This is a scheme that will work well and provide consistency across both schools.	SLT, Music Lead and Teachers.	Scheme chosen and implemented by end of Autumn Term		
	To improve quality of music teaching by providing modelling and coaching to all PPA/HLTA staff teaching music.	Music Lead	By End of Autumn Term + ongoing		
	Tailor assessment to reflect new objectives and progression of skills document, whilst giving teachers the correct tools and knowledge to make accurate assessment. Within this, finding new ways of evidencing progress which is manageable for all and conducive to learning.	SLT, Music Lead and Teachers.	By end of academic year		
	To ensure all adults teaching music understand, through coaching, training and resources, how to support and challenge all children in music - including those showing a confidence in the subject.	SLT, Music Lead and Teachers.	ongoing		
	To ensure all adults teaching music have the knowledge and resources to adapt the curriculum to the needs of our children with SEND through skills training and highlighting key resources.	SLT, Music Lead and Teachers.	Training delivered by end of AuT plus ongoing development		

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To ensure middle leaders have the skills to lead their subject effectively, demonstrating impact on the pupils' achievements.	To implement a new scheme of work across both schools which strengthens our already developing curriculum in the Juniors and to build a music curriculum at the Infants. To include whole-class instrumental lesson in Y3.	SLT, Music Lead and Teachers.	Ongoing		
	To develop and increase the musical experiences available at our schools by researching new opportunities in our local community and beyond. We will create a clear plan for events and opportunities children will be able experience yearly. <i>Starting with a brass demo at the juniors and a nativity at the infants.</i>	SLT, Music Lead and Teachers.	Ongoing		
	To continue to develop the curriculum, after a successful focus on music history in the previous academic year, we will now focus on composition in KS2. Further to specific training on this aspect of music, we will introduce 'battle of the bands' in spring term which will give all children the opportunity to work on their song-writing skills.	SLT, Music Lead and Teachers.	Spring Term + Ongoing		
	To introduce more effective opportunities for children to evaluate their own performances and learning in the subject.	Music Lead	Ongoing		
	To improve use of musical vocabulary and notation across the schools by using classroom posters and using a scheme that helps to develop this particular skill.	Music Lead and Teachers	Ongoing		

