

Music development plan summary: *Bennerley Fields School*

Overview

| Detail | Information |
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| Academic year that this summary covers | 2024-2025 |
| Date this summary was published | July 2024 |
| Date this summary will be reviewed | July 2025 |
| Name of the school music lead | B Hood |
| Name of school leadership team member with responsibility for music (if different) | Gaby |
| Name of local music hub | Derbyshire |
| Name of other music education organisation(s) (if partnership in place) | N/A |

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.

At Bennerley Fields, we go beyond delivering the statutory academic music curriculum, as per the National Curriculum, to ensure our children have access to a rich range of opportunities to further their musical studies and engage with music in a way that will support them academically, culturally and socially, both now and in the future. The school curriculum map plots the units of work to ensure a diverse range of music (representing a range of times, places and people) and skills are taught progressively, wherein skills and knowledge learned in prior years are revisited and built upon. Where possible, we make links to other areas of the curriculum to provide a context for children's musical learning, e.g. learning World War 2 songs linked to a study of World War 2 in History. We have high expectations for all children. As such, all lessons include opportunities for all pupils to develop their musical skills and knowledge with lessons differentiated to support pupils and to extend those working at, or towards, greater depth.

This Scheme is taught using the national curriculum as a teaching tool, with some amendments to meet the needs of our pupils. It provides clearly-sequenced units and lessons with week-by-week support for each year group. We teach music using lesson plans and resources to support every lesson. Key Learning and Outcomes with 'I Can' statements are used to assess musical attainment.

Our Scheme follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing musical confidence and enabling them to go further. Teachers can adapt their teaching to respond to the strengths and needs of the children they teach.

Our philosophy of music education is based on the principle that it should be fun and engaging for all concerned, and that every child is a born musician. Music plays a role in every aspect of our lives, wherever and whoever we are.

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.

Instrumental Lessons-pupils have the opportunity to learn the keyboard in school. These lessons are delivered across the school day in individual or paired lessons taught by peripatetic teachers with specialist experience.

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.

- The school choir sing at wider events and occasions. They will sing in the Christmas Fayre and Bennerley festival.
- Every year group is given a Christmas piece to practice and prepare for the school Christmas concert. They all come together and have an opportunity to perform them for the rest of the school.
- Bennerley's Got Talent - Annual school talent show. Some children will have the opportunity to sing as part of their own act and display their talents and performance skills.
- Year groups will also perform songs during their annual topic assemblies for peers.
- All children watch a pantomime and various musical performances throughout the year.

In the future

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

During the next year, we aim to:

- Increase the number of musical instruments that children have access to beyond keyboards, providing a wider range for playing, improvising, composing and performing through access to different instruments within the curriculum.
- Seek opportunities outside the curriculum to enable children to learn to play tuned instruments such as guitars or other string instruments.
- Provide opportunities either on site or off site for children to experience concert quality performances by professional musicians.
- To seek performance opportunities for pupils in a larger public forum e.g. Young Voices competition.

Further information (optional)

The school is aware of the following and is using these to develop the curriculum accordingly:

- Non-Statutory Guidance for Music (DfE, 2021) - https://assets.publishing.service.gov.uk/media/6061f833d3bf7f5ce1060a90/Model_Music_Curriculum_Full.pdf
- The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.
- SIPS Education Music Webpage <https://www.sips.co.uk/our-solutions/music-and-arts/>
- DfE Policy Paper: *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 (2022)