

# Music Development Plan Summary: Tylers Green Middle School

## Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	December 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Mrs EJ Wood
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Buckinghamshire Music Trust
Name of other music education organisation(s) (if partnership in place)	Chiltern Music Academy

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.

Tylers Green Middle School offers a bespoke curriculum created by the school's Music lead. It takes inspiration from the Model Music Curriculum (March 2021) and 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.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music.

We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. 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.

Pupils are taught musical notation and how to compose music.

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.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

**Implementation** – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school.

Music is taught by a specialist teacher in a designated and very well resourced music room for 1 hour a week to all classes.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

For further information on the topics covered in each year, please visit our curriculum pages of the school website [here](#).

The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.' From September 2024, we will be working with Chiltern Music Academy (CMA) to expand our offer of whole-class instrumental teaching to include the violin. As part of the "Sing & String" project, pupils in Year 3 will receive a full term of violin lessons delivered by two specialist teachers from CMA and includes the loan of a class set of violins. At the conclusion of the term of lessons, all participating students are offered a free, one-term trial of membership of CMA on a Saturday morning at Wycombe High School in the term following the project, including opportunities for developing singing and general musicianship skills.

In Year 4, pupils spend the year developing their musical performance skills by learning to play the recorder and begin to use the keyboards to perform simple melodies and accompaniments. Pupils are able to join a lunchtime recorder club from the Spring term of Year 4 to accelerate their learning.

In Year 5, pupils are taught to play the Ukulele and extend their keyboard skills through the study of the 12 Bar Blues.

In Year 6, pupils continue to develop their Ukulele skills and begin to read TAB notation.

Music technology is used throughout the curriculum with two focus topics utilising Garageband on the iPads. In Year 5, pupils learn how to use Garageband as a tool for performance and composition and, in Year 6, pupils compose a piece of film music and combine it with the video clip to create their own movie scene.

To support the history of music aspects of the curriculum, pupils receive additional learning opportunities through our Music Minutes scheme, which moves sequentially through the year from Early music through to the current day. The majority of pieces are taken from the suggested list provided as part of the Model Music Curriculum 2021. Every week each year group listens to and explores a different piece of music from the relevant period of history with their class over 3 short sessions. The piece is then explored in greater depth as the starting activity in their weekly specialist music lesson, where it is used as the stimulus for developing our listening and responding skills. By the time pupils leave the school at the end of Year 6, they will have been exposed to over 140 different pieces of music from around the world and throughout history.

**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:

- 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 LSAs to support the work of individuals or groups of children.

**SEND** - We 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. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

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

Assessments are used diagnostically to evaluate learning and inform teaching. They are utilised by the teacher and senior leaders within the Accountability Process to evaluate the standards and achievements of individuals and groups of children, as well as the provision. This helps inform future provision and school development.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum, which is recorded in the end-of-year report.

**Resources** – We are lucky to have an incredibly well-resourced music room which houses the following:

- A large variety of tuned and untuned percussion instruments
- Selections of instruments from other cultures
- Full class set of glockenspiels
- 16 keyboards & a piano
- 36 ukuleles
- A small selection of orchestral instruments (strings, brass and woodwind)
- Full class set of recorders including some treble and tenor recorders
- An acoustic drum kit
- Full class set of African drums
- A class set of chromatic boomwhackers

In addition to their weekly music lessons, all pupils attend Singing Assembly for 30 minutes each week delivered by the school Music Lead, a vocal specialist. In these assemblies, children learn a variety of songs from a diverse range of times and cultures. Singing assemblies all include the following elements of teaching:

**Warm-ups** - to help pupils use their voices safely.

**Breathing** - to increase control of airflow, which will help pupils to sing longer phrases, adjust dynamics, improve tuning, and phrase melodies expressively.

**Posture** - to encourage a relaxed but stable stance (soft knees) to set the body up to produce an unforced but well-focused sound.

**Dynamics** - to use a dynamic range as a key expressive tool when appropriate, ensuring confident singing without tipping over into shouting.

**Phrasing** - to give shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody.

**Context** - to consider the context in which music was written or discuss the meaning of any words to bring the music to life.

**Vocal health** - to emphasise warming up before singing, staying hydrated, resting voices when needed, and keeping vocal muscles relaxed.

**Performance and audience etiquette** - to learn how to present to an audience and how to behave respectfully when listening to a performance.

## Part B: Music tuition, choirs and ensembles

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.

At TGMS, we currently offer individual and small-group lessons from a number of peripatetic teachers. We work with “Little Strummers” and Buckinghamshire Music Trust and have private instrumental teachers who also offer lessons during the school day.

Lessons are taught in the music room when it is not in use for class music lessons or in our intervention room.

Individual and small group lessons are funded by parents; however, for those children who are Pupil Premium, these lessons can be funded by the Pupil Premium provision.

The range of instruments currently on offer are as follows:

- Piano
- Strings
- Woodwind
- Brass
- Drums
- Guitar and ukulele

We have a thriving choir who rehearse and perform regularly throughout the year.

Recorder club offers a continuation of whole class lessons in Year 4 for pupils in Year 5 and Year 6. Pupils in Year 4 are able to join in the Spring term, once they have had a term of whole class tuition.

All ensembles meet weekly and are provided by the school's specialist music teacher, free of charge.

This year (2024-2025) we have also begun a partnership with Chiltern Music Academy (CMA) who offer after-school and weekend music ensembles and instrumental teaching at local secondary schools. Pupils in Year 3 are able to access a free term of CMA tuition following their participation in the whole class instrument teaching in the Spring term (Sing & String).

## **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.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Across all year groups, children have a range of opportunities to experience live musical performances and to take part in musical performances, such as Christmas plays and services, class assemblies, and concerts.

Pupils also have an annual visit from a music workshop provider; this year, it will be an African drumming workshop where each class will get to work with the specialist musicians followed by a whole school assembly.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

Visitors are also used to enhance the music curriculum where appropriate e.g. Parents who are also professional musicians visit to deliver assemblies.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme, and draws on the skills, talents and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music making, through support at events and through home learning.

Children will have the opportunity to perform or experience high-quality music this academic year. Please see below for a list of some of those opportunities:

- Class, solo and small group performances in Singing Assemblies, termly
- Year 3 Harvest Festival Assembly to parents and school community
- Whole school assembly from world-class violinist, Anna Curzon
- Year 6 and Year 4 Carol Concert at St. Margaret's Church
- Year 5 and Year 3 Christingle Service at St. Margaret's Church
- Choir, ensembles and soloists performing at both Christmas services
- Year 5 performance of '*Bah Humbug*' to parents and school community
- Choir performing with The Firth Singers in their Spring Concert
- Year 3 performing to an audience at the end of their whole class violin project
- The choir performing at the TGMS Summer Fair
- TGMS has Talent.

## In the future

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

In future years, our Music Development Plan aims to achieve the following:

Increase the number of pupils partaking in small group or individual instrument tuition.

School orchestra/ ensemble – build uptake of instruments to work towards a school orchestra.

Performance opportunities – we are hoping to broaden the range of performance opportunities for children in school and beyond which parents are able to attend: Young Voices / Echoes / Energize, Spring Music Showcase Concert – for visiting music teachers' students; choir and recorder club; class music assemblies for parents, showcasing music curriculum music; 'Carols by Candlelight' evening concert.

Musical engagement with feeder secondary schools – look for opportunities to work with feeder secondary schools for transition.

Increase the number of female and minority composers and performers featured in our Music Minutes scheme.

To be able to offer additional opportunities for experiencing high-quality, live performances, such as optional trips to see musicals/ballets/operas.

To continue to improve the quality of evidence of progress in class music lessons, through the use of recordings and pre- and post-topic knowledge assessments.