

**Overview**

Music Lead	Music Practitioner	Music Hub
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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.

1. Overall objective/ vision	<p>At Emmanuel, Music is a key component of our broad and balanced curriculum as we aspire for all children to experience 'life in all its fullness'</p> <p>We intend for our music curriculum to:</p> <ul style="list-style-type: none"> Inspire pupils to develop a love of music by engaging in practical music making, composing, singing and instrumental playing. Reflect and celebrate the diversity of our school community by learning about different music genres, styles and traditions from around the world alongside the works of the great composers and musicians. Help children to build their own resilience by learning to play a range of musical instruments with confidence.
2. Key components	<p>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</p> <p>Classroom instrumental teaching – including visiting music teachers</p> <p>Links with Camden Music Service</p> <p>Pupil Premium student engagement</p> <p>Extra-curricular clubs in singing</p> <p>Whole school singing assemblies</p> <p>Termly performance opportunities</p> <p>School band, choir, signing choir</p> <p>Wider opportunities offer -Year 5 and 6 brass</p>
3. Classroom instrumental teaching	<p>We follow the 'GetSet4Education' scheme of work for music.</p> <p>EYFS – Music is part of the continuous provision in EYFS, but they also have discrete music lessons delivered by a specialist music practitioner, focussing on exploring different timbres/instruments and whole-class singing.</p> <p>Year 1 to 4 – Children learn through six different topics, linked as closely as possible to the other subjects in their year group's curriculum. There are three strands running through each unit – Composing, Listening and Performing. These strands have a clear progression across year groups, and explore the following:</p> <ul style="list-style-type: none"> Composing: Technique and musicality, notation and the creative process; Listening: Identifying musical conventions and inter-related dimensions, recognising sound and instruments Performing: Technical control, notation, ensemble awareness, communication and audience <p>Year 5 and 6 – Whole class Wider Opportunities Brass Band, taught by specialist brass teachers. Instruments provided by Camden Music but funded by Emmanuel School. Children are taught the fundamentals of staff notation,</p> <p>Borough ensemble opportunities provided by Camden Music are offered and advertised to parents.</p>

<p>4: Implementation of key components</p>	<p>Please see Music progression documents on the school website – below is a summary:</p> <p>Curriculum Design:</p> <ul style="list-style-type: none"> • A carefully planned and sequenced Music curriculum that builds on prior learning and progressively deepens pupils' musical understanding and skills. • Opportunities for cross-curricular links, integrating music with other subjects such as history, geography, and literacy. • Provision for pupils of all abilities, including those with special educational needs and disabilities, to access and excel in music. <p>Teaching and Learning:</p> <ul style="list-style-type: none"> • Highly skilled and passionate music teachers who deliver engaging and inclusive lessons that cater to the individual needs of all pupils. • Varied teaching strategies that incorporate listening, singing, playing instruments, and composing to develop pupils' musical abilities. • Use of a wide range of musical instruments and technology to enhance musical learning experiences. <p>Enrichment:</p> <ul style="list-style-type: none"> • Regular opportunities for pupils to participate in musical performances, both within the school community and in external events. • Visits from professional musicians, workshops, and trips to concerts or music venues to enrich pupils' musical experiences. • Collaboration with local music organisations to provide additional opportunities for pupils to engage with music outside the classroom. <p>In EYFS, music learning is linked to the early learning goal of 'being imaginative and expressive'. Here, children are taught to find and control their singing voice, keep a steady beat to recorded or live music and perform on an instrument such as sticks or eggs with confidence. The pupils learn to listen and repeat words accurately and to move their body with increasing control when synchronizing gross motor movements with music at different speeds.</p> <p>In KS1, children develop their singing voice, beat competency, rhythm skills and patterns and are introduced to music notation. By the end of KS1, they have an understanding of the shape of the melody, show the ability to use their voices confidently in a variety of ways, create movements to music, read rhythmic notation, listen and identify features of music and perform a steady beat on an instrument with confidence.</p> <p>In KS2, learning builds on the foundation of skills children acquired in KS1. Pupils are taught to use their singing voices with increasing confidence and play musical instruments with control. They learn to sing a range of songs from different cultures, read more complex rhythmic notation and patterns and develop an understanding of history of music, musical composition, and improvisation.</p> <p>Our music curriculum is enriched through the availability of 1:1 peripatetic tuition via Camden Music Service and from Year 2, each class has the opportunity to learn a different musical instrument. This culminates in Years 5 and 6, where every child is part of our 'brass band', benefiting from a weekly lesson from a specialist brass teacher. Our brass band perform a range of pieces to the school and their parents and carers in Emmanuel Church. We also have a school choir, and there are regular opportunities for the children to perform to one another and to our community. We also join with other Camden schools in the much-loved biennial singing event at the Royal Albert Hall and various cluster festivals during the year.</p>
<p>5: Communication activities</p>	<ul style="list-style-type: none"> • Information is regularly shared via the school newsletter, school website and through direct class communication channels (ParentHub). • Brass concerts and other peripatetic concerts are organised termly to allow children to showcase their work to their parents.

6: Evaluation process for the success of the Music Development Plan	<ul style="list-style-type: none"> • Named Governor for music – assessment and curriculum offer monitored. • Termly Subject Leader dedicated time to review curriculum lessons and interview pupils. • Regular review meetings with Head of School and Executive Head.
7: Transition work with local secondary schools	We provide a thorough handover to Secondary schools, including information of instrumental lessons.
8: Budget materials and staffing	<ul style="list-style-type: none"> • Budget is allocated to providing all children with the opportunity to access a high-quality music education. This involves funding a specialist music practitioner, access to the Wider Opportunities Programme and funding the music curriculum subscription. • The school invested in two class sets of Chromebooks so that all children can work on one device each when learning about music technology and digital music. • We have also allocated budget to fund a whole-class set of recorders, Djembe drums and ukuleles.
9: Pupil Premium and SEND provision	<ul style="list-style-type: none"> • Music lessons throughout the school are accessible for all learners. • We pay for instrumental lessons for pupil premium children and for the loan of instruments for pupils who need them. • We embrace the use of music technology and this is used as a tool for children with SEN.
10: Summary Action Plan	<ul style="list-style-type: none"> • Review the implementation of the current music curriculum and adapt as necessary. • Review the specialist teaching of music across KS1 and 2 and develop/support the practitioner delivering these lessons. • Look for opportunities in the curriculum for children to take part in more whole-class ensemble playing – ukuleles and recorders specifically •