

Music Development Plan summary: Reynolds Academy

Overview

Detail	Information
Academic year that this summary covers	2024 - 25
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Victoria Edwards
Name of local music hub	Lincolnshire Music Hub
Name of other music education organisation(s) (if partnership in place)	Hull Music Service

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.

Curriculum: At Reynolds Academy, we use the Sing Up Music scheme across the school.

Sing Up Music, a curriculum for ages 3 to 11, provides our school with a solid foundation and delivers a creative and engaging programme of high-quality classroom music activity. It is designed by specialists and sets out the skills, knowledge and understanding of music gained by all pupils at each stage of learning, including the Early Years Foundation Stage.

Sing Up’s music curriculum, which has a scheme of work for each year group from Nursery to Year 6, has a progressive library of resources that meets the Statutory Framework for the Early Years Foundation Stage (Expressive Arts), the National Curriculum for Music, and suggested approaches of the Model Music Curriculum (Singing, Listening, Composing, Performance/Instrumental Performance).

The clear sequencing and progression covers a broad and diverse range of repertoire, approaches, and musical traditions. The scheme supports a fully-integrated approach

to musical development, connected the interrelated strands of singing, playing, improvising, composing, listening, and appraising.

They are encouraged to sing, play instruments, improvise, compose, and respond to various musical pieces. Our goal is for children to feel that they are inherently musical and equip them with the necessary tools to express themselves through the universal language of music.

In the inclusive music classroom, pupils with additional needs are supported so every pupil can actively participate and make progress in their musical journey. The space and resources available cater to a diverse range of learning styles, ensuring a comprehensive music curriculum for all.

We have a range of resources;

- a wide selection of percussion instruments
- glockenspiels
- ukuleles
- songbooks and Christmas Production packs
- CDs
- recorders
- drums
- guitars
- violins
- flutes

Our music curriculum is designed to broaden children's horizons by exposing them to music from diverse cultures and time periods. By exploring a wide range of musical traditions, pupils gain a deeper understanding of the historical and cultural contexts that shape the music they hear. This approach not only fosters respect and appreciation for different musical styles but also encourages the children to consider various types of music from all communities.

Overall, our music curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. Music education not only enhances children's musical abilities but also nurtures essential skills that are valuable in various aspects of their lives. By engaging with music, pupils learn to collaborate, communicate effectively, think creatively, and manage tasks efficiently. These skills empower them to succeed academically and prepare them for the challenges of the future, fostering holistic growth and personal development.

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.

At Reynolds Academy, we have many opportunities for the children to develop their music skills. Our singing assemblies are a highlight, where pupils engage in learning and performing a diverse selection of songs. With confidence and enthusiasm, the children actively participate in these gatherings, showcasing their growing musical skills.

The singing assemblies are alternated with a music appreciation session where children learn about different instrumental families and are exposed to a variety of music genres.

Rock Steady come into the school once a week. Rock Steady is a band-based peripatetic music service that is delivered by professionals. It is an inclusive programme that's accessible to all pupils, supports wellbeing and contributes to academic progress. It also has the options for bursary, pupil premium and funding. The bands perform for parents and the school 3 times a year.

We have a peripatetic guitarist that comes in to teach children the guitar on a one-to-one basis weekly.

Annually, the choir participate in Young Voices. This is an incredible experience for some children. The children travel to Sheffield and participate in an electrifying choir experience. Through this unforgettable concert, the children discover their voices, gain confidence and create lasting memories.

The school has a weekly, after school choir session. We use the Sing-Up scheme as a platform to learn songs and perform.

Music plays a significant role in our children's education and development. Throughout the year, they eagerly participate in various musical activities, including a Christmas production, music performances, and singing in class assemblies. These performances are not only a showcase of their talents but also an opportunity for them to build confidence and express themselves creatively. Parents and peers alike get to witness the hard work and dedication that goes into each musical presentation, fostering a sense of community and appreciation for the arts. Through music, our children are able to learn important skills such as teamwork, discipline, and self-expression, enriching their overall educational 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.

Music plays a vital role in our curriculum as children are provided with both planned curriculum time for music as well as additional musical experiences throughout the school year. These experiences are designed to enhance their overall learning and development.

From whole school musical gatherings to individual and group performances, pupils are exposed to a variety of musical activities. Furthermore, pupils across different key stages have the opportunity to participate in live musical theatre performances and take part in various musical events like Christmas plays, nativities, and end-of-year performances. This comprehensive approach ensures that pupils are actively engaged in music education and have the chance to showcase their talents while contributing to their personal growth and creativity.

We take opportunities to integrate music into various subjects, enabling pupils to apply their musical skills in real-life and academic contexts. For instance, music is an important part of RE and PE lessons, broadening pupils' understanding and appreciation of music's diverse applications.

Our inclusive approach values all musical styles and genres, fostering a welcoming environment for children to explore their interests and talents. Parents and carers play an active role in supporting pupils' musical development, participating in events and encouraging home learning.

In the future

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

In the subsequent years to come, our focus in music education will be on enhancing our curriculum.

We aim to elevate children's composition skills, improve notation proficiency, and nurture performance abilities through local community engagements. By offering more live music experiences, we hope to inspire a strong pupil voice and passion for music.

We aim to create a singing school as a way of enhancing every aspect of school life.

Moreover, we are committed to supporting our staff through continuous professional development to boost their confidence and expertise in music education. Together, we strive to create a vibrant and enriching musical environment for all our pupils.

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.
- Lincolnshire Education Hub <https://lincsmusicservice.org/>
- 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)