

# Kingsbury Academy Music Development Plan

## Overview

Detail	Information
Academic year that this summary covers	25-26
Date this summary was published	Sept 25
Date this summary will be reviewed	July 26
Name of the school music lead	Christina Mclaughlin
Name of other music education organisation(s) (if partnership in place)	Jessies Fund External musicians to deliver sessions weekly

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

Kingsbury's Academy's Music Curriculum is designed around the Sounds of Intent system and the current national curriculum. The key aims outlined in the National Curriculum are all achievable for Kingsbury pupils but Sounds of Intent gives an outline of the true ways in which our pupils experience music and demonstrate their musicality. The amalgamation of the two frameworks ensures pupils are experiencing the same curriculum outcomes as those in mainstream school, but in a way that is achievable for the varying developmental levels presented by Kingsbury pupils. Subject is delivered weekly through my creativity timetabled strands.

## Sounds and Art of Intent

Sounds and Art of Intent investigates and promotes the musical and artistic development of children and young people with learning difficulties. It is a framework of musical development covering a range of ability.

“The PROMISE research, undertaken at the turn of the century that investigated the provision of music in special schools in England, demonstrated that many of those working with children with learning difficulties and autism regard music as an essential ingredient in their lives, both as a worthy focus of attention and source of pleasure in its own right, as well as a means of promoting wider learning and development.” ([www.soundsofintent.org](http://www.soundsofintent.org)).

### National Curriculum- Music

“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.”

At Kingsbury, pupils experience a range of musical genres through their experience of British Values and their exposure to a variety of cultures. Pupils use music dimensions to apply variety to their singing and instrument playing which gives them opportunities to be creative and expressive; thus, increasing their confidence and wellbeing. Pupils have the freedom to explore, improvise, devise and replicate various musical techniques using a range of sounds and instruments to create a recreate musical genres from around the world.

**My Creativity** enables learners to generalise cross curriculum targets and develop skills from the taught curriculum. Skills and key concepts are presented repeatedly throughout the curriculum, but with deepening layers of developmentally appropriate complexity, or in different applications each time the concept or skill is revisited.

C&E Focus Areas				
	Beats and rhythms – following beats, how to identify and pattern, changes in sounds, notation, genres of music.	Music dimensions – changes in sounds, playing and singing with changes in responses, how to add colour and expression		Christmas-working together, celebrations, performing
	Copying – call and response, question and answer, responding to music and sounds.	Composition, improvisation and performance – creating whole pieces of music and the role I play within a		Melody – scales, notations, instrument playing melody, genres of music.
Area of Focus	Phase 1 (KS1)	Phase 2 (KS2 Aspire)	Phase 3 (KS2 Inspire)	
	To start to develop early skills through exploring music materials using all senses	To further develop and embed skills i.e. begin to recognise and identify what is around them	To start to develop and embed skill application in preparation for life after Kingsbury through applying learned skills in a range of real-world final destination contexts	

### Environment Check

Reduce noise distractions – the experience needs to be immersive and child lead.

Choice of instruments adapted to suit class needs – *whole music trolley is not required for the session.*

Ensure clear breaks between playing / demonstrating an instrument and giving space for silences.

Use clear and consistent communication using physical body language and *visual resources only if appropriate.*

<b>Autumn 1</b>	<b>Focus 1</b>  Dimensions and Instruments	<p>Genre: Rhythm and Blues</p> <p>Focus: Responding to changes in sounds and actions that make sounds (body percussion)</p> <p>Resource: Walking in The Jungle</p> <p>Suggested Music:</p> <p><a href="#">INSTRUMENTAL RHYTHM AND BLUES - A ONE HOUR COMPILATION - YouTube</a></p>	<p>Genre: Samba</p> <p>Focus: Identifying changes in sounds and if the music changes. Use a variety of instruments to make sounds</p> <p>Resource: Samba Lele</p> <p>Suggested Music:</p> <p><a href="#">Instrumental Samba - Batucada Samba - Brazil Songs - YouTube</a></p>	<p>Genre: Caribbean</p> <p>Focus: playing music dimensions together and identifying instruments and their sounds</p> <p>Resource:</p> <p>Suggested Music:</p> <p><a href="#">Caribbean Island Music Relaxing Happy Hour Instrumental Tropical Beach Songs Study Playlist Reading - YouTube</a></p>
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	<b>Focus 2</b>	Genre: Indian / Bhangra Focus: Singing and Drumming (individually or as a class). Allow	Genre: Dance Music / Electro	Genre: Latin Focus: Responding to changes between percussion and melody.
<b>Autumn 2</b>	Percussion and Group & Solos	time for learners to play as a group or solos Resource: Suggested Music: <a href="#">DHOL INSTRUMENTAL - VOL-1 (Audio Jukebox) ► JAGGU, RAJU BANODA    T-Series Classics - YouTube</a>	Focus: Joining in with melodies and percussive sequences as a whole class or individually Resource: Space Interactive Video Suggested Music: <a href="#">Upbeat Instrumental Work Music   Background Happy Energetic Relaxing Music for Working Fast &amp; Focus - YouTube</a>	Making music together or as a solo Resource: Carnival Interactive Video Suggested Music: <a href="#">2 Hours Of Instrumental Latin Music - Salsa, Tango, Bachata, Rumba - YouTube</a>

<p><b>Spring 1</b></p>	<p><b>Focus 3</b></p> <p>Rhythm &amp; Beat and Structure</p>	<p>Genre: Folk</p> <p>Focus: Join in with a beat. Turn taking.</p> <p>Resource: Spring Interactive Video</p> <p>Suggested Music:</p> <p><a href="#">Instrumental Indie-Folk   Vol. 1 - An Acoustic/Chill Playlist for study, relax and focus - YouTube</a></p>	<p>Genre: African</p> <p>Focus: Follow a beat. Allow time for silences and pauses.</p> <p>Resource: Mozambique Interactive Video</p> <p>Suggested Music:</p> <p><a href="#">TRADITIONAL AFRICAN Music FOLK Music INSTRUMENTAL for Relaxing Studying &amp; Ambience - YouTube</a></p>	<p>Genre: Classical</p> <p>Focus: React and respond to changes in a beat. What happens next? Leave pauses for learners to take the lead.</p> <p>Resource: Sea Interactive Video</p> <p>Suggested Music:</p> <p><a href="#">Classical Piano Music by Mozart</a>  <a href="#">Relaxing Piano Sonata for Concentration</a> <a href="#">Best Study Music - YouTube</a></p>
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<p><b>Spring 2</b></p>	<p><b>Focus 4</b></p> <p>Improvisation and Call &amp; Response</p>	<p>Genre: Country</p> <p>Focus: actions that make sounds. Take turns making sounds.</p> <p>Resource:</p> <p>Suggested Music:</p> <p><a href="#">Modern Country Instrumental</a></p>	<p>Genre: Soul</p> <p>Focus: use instruments appropriately. JF Resource:</p> <p>Sing or play when there is a silence</p> <p>Suggested Music:</p>	<p>Genre: Ambient</p> <p>Focus: make little changes to know songs and activities. Replicate sounds I hear.</p> <p>Resource:</p> <p>Suggested Music:</p> <p><a href="#">Journeying   Atmospheric Ambient</a></p>
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		<a href="#">2020. One hour country music. - YouTube</a>	<a href="#">70's Soul Al Green, Commodores, Smokey Robinson, Tower Of Power and more - YouTube</a>	<a href="#">Music - YouTube</a>
<b>Summer 1</b>	<b>Focus 5</b>  Move to Music  and Questions & Answers	Genre: Ska  Focus: moving to the music. JF Resource:  Sequencing patterns and phrases.  Suggested Music:  <a href="#">"The best of ska" session - YouTube</a>	Genre: Contemporary R&B  Focus: actions to words. Noticing the difference between songs and responding to them.  Resource:  Suggested Music:  <a href="#">Pop rnb chill mix   English songs playlist - Khalid, Justin Bieber - YouTube</a>	Genre: Disco  Focus: vary movements to changes in sounds and genres. Create conversations through music for learners to respond to.  Resource:  Suggested Music:  <a href="#">Best Disco Music 70s - 70's Classic Disco MIX - Greatest Disco Hits of The 70's - YouTube</a>
<b>Summer 2</b>	<b>Focus 6</b>  Scores & Patterns  Cultures & Genres	Genre: Pop  Focus: follow actions on instruments. Exposure to different genres of music for celebrations.  Resource:  Suggested Music:  <a href="#">1 Hour Clean Pop Songs Playlist</a>	Genre: House  Focus: watch for hand gestures so I know when to start / stop. Recognises difference between musical genres (tempo). Create music for celebrations  Resource:  Suggested Music:	Genre: Jazz  Focus: match sounds to symbols. What instruments suit which genre? Replicate and celebrate!  Resource:  Suggested Music:  <a href="#">Sweet Night Jazz</a>  <a href="#">Smooth</a>

[🎧 Clean Pop Playlist 2023 🎵](#)

[Clean Pop Music Mix 🎵](#) [Clean Defected Ibiza - House Music & Coffee Shop Ambience ~ Relaxing Pop](#)

[Mix - YouTube](#)

[Balearic Summer Mix, 2021](#)

[Jazz Music - YouTube](#) [ES 🎧 ES - YouTube](#)

[Jazz Instrumental Music in Cozy](#)

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 by setting open-ended tasks which could have a variety of responses:

- Tasks are set with increasing levels of difficulty (not all children complete all tasks)
- Children are grouped by ability in the room and setting different tasks to each ability group and resources are set depending on the ability of the child.
- Key workers are set for groups to support the work of individuals or groups of children

## 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.

Music is used consistently used throughout our curriculum offer. For each change of lesson, a musical cue is used to inform pupils that a change is about to happen. Similarly to this, music is played during tidy up time in lessons. This allows for pupils to enjoy musical experiences throughout the day.

Makaton choir is offered as part of our personal development offer. Pupils learn how sing and sign new songs and at the end of the last academic year, the choir performed to early years.

Music intervention sessions will take place weekly by an external provider to provide pupils with a highly intensive music 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.

Our pupils have exciting opportunities to engage in a variety of activities to celebrate culture and diversity including experiences of a range of different types of music. Children experience a wonderful Chinese Lion Dance performance, engaging activities, and food tasting. Our pupils explore the world around them and celebrate the differences that make each of us unique.

Open Theatre visit school weekly to give our pupils experiences of nonverbal physical theatre using music to explore and develop our pupil's creativity. Open theatre has had a positive impact on learning outcomes, capacity to learn, confidence and sense of self alongside the use of music. The sessions develop nonverbal communication and social skills in a new, imaginative, and fulfilling way.

Each academic year, Coventry Special School's Pantomime perform at Kingsbury to provide opportunities to experience music and drama.

M&M theatrical productions visit the school yearly to perform Robin Hood to KS1 and KS2. Pupils are active participants of the audience for these theatrical performances.

Pupils have enjoyed musical sessions with Jessie's Fund. Jessie's Fund helps children with additional needs to communicate through music. Jessie's Fund visited school to for a 5-day project in which they provided a range of musical experiences in all classrooms. Pupils were active participants in exploring musical instruments and experiencing music.

## In the future

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

Open Theatre are working with Kingsbury as part of a research project to provide professional development. Teachers will become skilled to deliver sessions within classrooms and extend these theatre experiences across a range of lessons.

Jessie's Fund will be delivering CPD to in the spring term to further upskill teachers in the delivery of music during lessons.