



Vision and intent	<u>Intent</u> A high-quality musical education should engage and inspire pupils to develop a love of music and their talent as musicians, and in turn, increases their self-confidence, creativity and sense of achievement. At St. Mary's Bryanston Square, we believe that Music is a vital part of the children's education and we offer a rich and varied curriculum. The curriculum leads to excellence in Music, but also enables children to build musical foundations and make good or better progress throughout their time in primary school, and beyond. We believe Music is a universal language that embodies one of the highest forms of creativity. Children will perform, listen and analyse critically, sing, improvise and compose music, and gain a firm understanding of the different musical elements and building blocks within music. Our Key Stage 2 Listening Curriculum, ensures that children listen to and appreciate a broad and balanced range of music. The curriculum covers genres from across the world and throughout history. At St Mary's, we use the Sing Up Music curriculum from Early Years through to Year 6. In addition, children in Year 2 learn to play the violin with lessons taught by a practitioner from the Tri-borough Music Hub. In Year 3, they go on to learn to play the recorder, using 'Groove n Play materials' designed by Sally Greaves. The music provision within the school allows children to make progress in both practical and academic terms.		
What do we include in our provision at St Mary's?	Our plan for delivering high-quality music education and supporting children's progress.		
In the classroom		Where are we now?	What will we do next?
	Curriculum	High-quality, weekly music lessons (1 hour) Across the school, class teachers teach music supported by the music leads.	Continue to adapt planning to meet the needs of all groups of learners. Support Early Years staff to extend planning across

		Planning is based on a progressive curriculum, ensuring that steps are taught incrementally and at a granular level to ensure both substantive and disciplinary knowledge. Children are taught about the technical and wider elements of music (the facts) and are taught how to apply this knowledge in practice to control sounds and create music. All pupils in Key Stages 1 and 2 have a 1-hour long Music lesson. In Early Years, music is delivered through holistic practice as an integral part of early development and that musical development matters. Music is planned for using units from Sing Up and children have opportunities to sing throughout the day, including singing transitions. Each week there is a focused taught music session. Every year, children in Upper Key Stage 2, participate in the English National Opera 'Finish This' project. A project where the children finish an opera as part of a class composition unit. Their completed work is then shared with the ENO and other schools.	topics, supported by additional resources. A Higher-Level Teaching Assistant has undergone specialist training for teaching music in the Early Years. She will further support the extension of the Music curriculum in this area. Early Years 'consumable' instrumental resources to be audited and replaced annually.
		First access In Year 2, children are taught whole-class violin by a specialist teacher from the Tri-borough Music Hub. They develop playing skills with increasing fluency, control and expression. In Year 3, children learn to play the recorder as a class, using Groove 'n' play and are taught by the class teacher (supported by one of the music leads).	
		Vocal Provision A weekly, 30 minute singing assembly takes place for Years 1 -6. In addition to this, we have a daily act of collective worship, which always include singing. There is a focus on the enjoyment of singing, being part of a massed choir and learning musical skills such as warm up techniques and singing in parts.	To include a greater number of songs sung in different language.

		Teachers and support staff attend each week and join in with the singing. The whole school comes together to sing, every half term at the school service where there is a live band.	To continue to embed the use of Makaton and British Sign Language in school.
		Listening Curriculum The listening curriculum is planned to expose children to a wide range of genres, historical periods and music from a wide range of musical traditions.	Continue to develop the listening curriculum alongside partnership with The Royal College of Music, to ensure a balance between male/female composers and a diverse range of musicians/composers/musical traditions. Develop an Early Years Listening Curriculum.
		Performance opportunities Curriculum music outcomes are shared in class, with the wider school and in church services. Parents are invited to concerts such as the twice-yearly 'Strings' Concert. Children in the Early Years perform songs as part of the Nativity and Years 1-3 perform songs as part of the Christmas show. Performances are recorded in class and reviewed as part of curriculum lessons in Key Stage 2. Interlinked with the Music curriculum, is our poetry spine which builds on the foundations laid in music, helping children to find rhythm, pulse and gives children additional opportunities to perform.	
Beyond the classroom		Instrumental Learning Instrumental lessons for violin and cello are available from Reception to Year 6, taught by a specialist teacher from the Tri-borough Music Hub. Children are able to have group or 1:1 lessons.	Develop opportunities to signpost families to ensemble opportunities with the Music Hub.

		Children perform in church services, assemblies, special concerts, performance days with the Tri-borough Music Hub and as part of Junior Strings project with the Royal College of Music Junior Department.	Provide ongoing support to continue to ensure equitable access for all children who wish to play instruments.
		Vocal Year 2- Year 6 choir led by Music Lead (after school). Participation in Tri-borough Music Hub massed singing events. Choir sing annually at tree-lighting ceremony for local community.	Continue to work with TBMH for massed opportunities to sing. To expand the range of styles, composers and repertoire.
		Enrichment and Live performances Children hear live music at Central London venues and musicians from orchestras coming into school. Children perform as parts of ensembles and massed choirs through partnerships with Tri-borough Music Hub, Southbank Sinfonia, RCMJD and RCM Sparks. We make the most of our Central London location, to support children's cultural capital (all of KS2 going to see The Lion King, Marylebone Festival to see Peter and The Wolf).	Continue strong links with existing partners
Leadership		Governors Governors believe all children should have access to a high-quality music education and equity of provision for all.	
		Subject Leaders Music is led by the head of school and a music lead teacher. Both regularly attend at network meetings and events led by The Tri-borough Music Hub.	Continue ongoing CPD for teachers and support staff to ensure high quality of teaching throughout the school.
		Teachers Team teaching and planning with teachers in Key Stage 1 and Early Years ensures the quality of delivery for lessons across the school.	The ability to teach class music lessons is now a feature of job advertisements to ensure the building of capacity across the school.

Communities and partnership	Partnership organisations	We have an SLA with the Tri-borough Music Hub.	Maintain relationship with Music Hub
	Tri-borough Music Hub	In the previous two academic years, in partnership with Stuart Whatmore (Music Hub Head), the music lead spoke at a symposium and at the National Music Teachers' Association conference, to explore how to widen access and participation in music.	To continue the discussion around EDI as part of the Southbank Sinfonia EDI steering group.
	Royal College of Music Junior Department	Partnership with the Sinfonia Smith Square, The Royal College of Music and BNP Paribas have allowed for children across the school to have parts of the Listening Curriculum played live and for small group compositions to be built around this.	This will continue next year. Music lead to join EDI board of Southbank Sinfonia.
	Royal College of Music Sparks	For the last three academic years, partnerships have been developed with ICMP and the Royal College of Music to ensure that each Year 6 cohort, works with training musicians to create a bespoke leavers' song as part of their music curriculum lessons.	Identify positioning of this song in curriculum that facilitates this continuing.
	Sinfonia Smith Square		
	Future Talent		
	St Mary's Church	As a Royal College of Music partner school, we enable children to make music and perform in school and at the Royal College of Music Junior Department. In addition, we are working alongside the RCM sparks, to meet the following aims:	Continue to have RCM students from global majority backgrounds on placements
	BNP Paribas		
	ICMP	• increase a varied and diverse pool of training opportunities for RCM musicians through the work of RCM Sparks and the Music Education modules. • work with education partners to develop current practice and in-school delivery in order to support the growth the UK young musician pipeline • work with education partners to share best practice and knowledge in the area of equality, diversity and inclusion	

		Musicians from BNP Paribas, a local bank, come into school to play music from the Music Listening Curriculum to classes in Key Stage 2. The school choir and additional children from Key Stage 2, perform carols for commuters at Marylebone Station. Two academic years ago, a parent choir was established in order to build further on community cohesion. All parents are welcomed, and provision is made and repertoire adapted to ensure all are able to participate.	Programme musicians across a wider range of key stages to ensure equity of access to hearing live music. Further develop the partnerships to provide opportunities to make music within our wider community. Develop a programme for twice yearly performances of the parent choir.
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