



## Overview

| Detail   | Information   |
|--|---|
| Academic year that this summary covers   | September 2024 – July 2025                                      |
| Date this summary was published  | 2 <sup>nd</sup> September 2024                                  |
| Date this summary will be reviewed   | July 2025   |
| Name of the school music lead  | Andrew Linham   |
| Name of school leadership team member with responsibility for music (if different) |   |
| Name of local music hub  | East London Music Alliance / Havering Music School              |
| Name of other music education organisation(s) (if partnership in place)            | Queen’s Theatre Hornchurch / Havering Schools Music Association |

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.

Each class has a dedicated one hour weekly music lesson delivered by our Musician In Residence Andrew Linham in our dedicated Music Room. Alongside this all students experience a weekly singing assembly in our school hall performing the ‘Ardleigh Green Assembly Songbook’, a collection of over 50 original songs penned by our Musician In Residence. These songs explore the schools core values and ethos, SMSC values, British Values and what it means to be a positive human force in the world.

The ‘Lyricland’ curriculum is informed by the model music curriculum and goes beyond the requirements of the national curriculum. This curriculum is made accessible for all students regardless of their needs and is inclusive at every level. The curriculum teaches the key elements of music through songs exploring and using those various elements to make education both practical and informative. There are over 100 original songs exploring the elements of music that the students learn over their four years at Ardleigh Green.

This bespoke design also includes an online portal for students ([www.lyricland.co.uk](http://www.lyricland.co.uk)) to continue their musical studies at home should they wish to, with access to all songs from their assemblies available to explore alongside a vast array of different videos exploring the elements of music in other unique ways.

As part of the regular music lessons the students listen to music in ‘The Listening Project’ which explores music of all styles and genres and seeks to understand how the elements of music are utilised in a way that is specific to each style. These are thematically linked to each of the half termly projects.

Within the Year 6 curriculum this is adapted to link to the PSHE curriculum, and many other half termly projects have wide cross curricular links across a vast variety of subjects.

There is a focus on improvisation and composition in our curriculum through the jazz approach of our Musician In Residence. From Year 3 our students explore improvisation in a variety of settings from Early Jazz to contemporary pop music. For composition, Year 4 students create 10 minute musicals and Year 5 students record advertisements alongside many other practical tasks.

For the past four years our school has been awarded a Music Mark and our Musician In Residence is part of the Havering Academy of Leadership to support the music education in other schools. As part of our assembly songs we biannually explore this with a live band which really elevates the holistic musical experiences of our school.

At Ardleigh Green we are partnered with Havering Music School and Havering School Improvement Services. The music lead attends termly training days and workshops to discuss current affairs, share ideas across local schools and acquire alternative lesson approaches to ensure they are engaging and accessible. We also work with Queen's Theatre Hornchurch connecting music and drama through our Year 4 10 Minute Original Musical Project. Recently they also donated our school a Yamaha grand piano for our Music Room.

## 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.

Our school offers one to one peripatetic music lessons delivered by Havering Music School on a weekly basis for 39 weeks a year. Havering Music School also have a wider instrumental offer through their various programs which we direct parents to when requested.

In addition, we have our school choir which meets on a Tuesday lunch time for 30 minutes. Anyone, regardless of ability, is welcome in our choir which has a few performance opportunities throughout the year, notably performing annually at the Junior Music Festival at Queen's Theatre Hornchurch as part of the Havering Schools Music Association.

Students also have the opportunity to login to our online learning music platform 'Lyricland' to continue to explore music, whether it is singing our collection of assembly songs or playing rhythm and pitch games.

## 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.

Every Friday students perform in the weekly singing assembly alongside performance opportunities scattered throughout the year, from Christmas productions, drumming workshops, The Year 4 10 Minute Original Musical project and many more. Annually we also perform at Queen's Theatre Hornchurch in the Junior Music Festival.

Every other year we organise to perform our Assembly Songbook with a live band of professional musicians. This takes place in our hall at the end of the year to celebrate the empowering feeling that our singing assemblies create and is a special part of the academic calendar.

## In the future

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

The opportunity to have more visiting artists into the school is something that we are currently exploring as children have a limited opportunity to see actual musicians playing real instruments in real time rather than sharing videos with them. There are a few organisations that we would like to engage with in order to facilitate these performance opportunities alongside using our Musician In Residence's connections to access high quality musical performances. As we develop stronger links with Havering Music school as it becomes part of the East London Music Alliance we are hoping to explore more internal performance opportunities by visiting artists in this way, whilst also opening up opportunity for more peripatetic music lessons.

Historically our curriculum has been primarily a singing curriculum. The opportunity to develop more practical instrument playing into the curriculum is continually being explored by our Musician In Residence now that we have established high quality singing skills (particularly in our assemblies) across our curriculum. This has been seen recently in the new 'Bucket Drums' module in the Year 6 calendar which was certainly a hit (pun intended!). For pitched instruments, greater use throughout the year of our class set of glockenspiels, particularly in relation to notation projects, will continue to grow the practical instrument playing within our curriculum.

## Further information

Our Musician In Residence Andrew Linham is an award winning jazz musician and Musical Director for theatre and is an asset to our school. The role of a Musician In Residence is unique to Ardleigh Green Junior School and facilitates a far greater creative role within our school, from creating our school productions to composing original songs, embedding an artist within our school has greater holistic benefits far beyond the standard arts curriculum. By allowing artists to be integral parts of institutions we believe the creative output of both the artist and institution is raised to a higher level than if they were to work in isolation or on a project basis.