



God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

Music Implementation

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1. Curriculum and Progression

What is Charanga?

Charanga's English Model Music Curriculum Scheme is aligned with the National Curriculum for Music and the non-statutory Model Music Curriculum (MMC) Guidance published by the DfE in 2021.

This Scheme provides clearly-sequenced units and lessons with week-by-week support for each year group. There are lesson plans, assessment documentation, a clear learning progression, as well as engaging and exciting songs and resources to support every lesson. Key Learning and Outcomes with 'I Can' statements are provided to be used alongside assessment grids.

This Scheme of Work is built on the following principles:

- Children will develop their skills in inquiry and critical thinking.
- Children will begin to feel and learn about social connectivity.
- Children will learn about and deepen their musical understanding and connect this with their place in their community.
- Children will become globally aware and understand what it means to become a citizen of the world.
- Songs and singing lie at the heart of the learning process.
- An authentic musical experience is at the heart of musical learning.
- At each age and stage of development, musical learning is drawn from engaging with the songs in each unit.
- The scheme is fun, modern, inclusive and engaging.
- The scheme is flexible and can be used as a structured approach to music teaching or can be turned into a customised model for an individual school or class.
- The scheme will help children to understand and connect with different styles of music from various cultures, particularly where cultures intersect.
- Children will gain an understanding of historical and cultural contexts related to music.
- Children will form their own musical opinions and learn to make their own musical decisions.

Scheme Structure

Our MMC Scheme is suitable for children aged 5–11, with six self-sufficient units per year. Each unit is structured into six steps which can be covered as you see fit, though a pace of one step per weekly lesson may suit the pace of your academic year well. The first step of each unit introduces that unit's focus in terms of content, skills and knowledge; the middle steps then develop this, and the final, sixth step assesses the learning through exciting performances and activities.

The spiral design of this scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of the six years. More specifically, musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding. This spiralled approach leads to more secure, deeper learning and musical mastery, enabling children to develop their knowledge and understanding of music as it relates to culture and their world experiences both in and outside of school. So, to support intense and rapid learning, the musical activities are designed in one of two ways: 1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills. 2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.

Songs at the Heart of Each lesson

At the centre of each step – each lesson – is a song around which the musical learning is centred. Each lesson has an easy-to-follow structure complemented by an array of supporting documents, lesson plans and resources that take you through listening, singing, performing, composing and improvising exercises with the children in your class.

2. Lesson Structure

What is included in each Unit of work?

Each unit is made up of a selection of the following activities:

The Unit Structure Baseline Quiz (Unit 1 in each year only)

Activity 1: Musicianship Options:

1a. Understanding Music

1b. Improvise Together

Activity 2: Listen and Respond

Activity 3: Learn to Sing the Song

Activity 4: Play your Instruments with the Song

Activity 5: Composing and Improvising (KS1: Improvise with the song, Compose with the Song, Create a Graphic Score KS2: All of the above, as well as Compose with a Theme, Quickbeats and Music Notepad)

Activity 6: Perform the Song

End-of-unit/year Quiz

As mentioned before, lesson material for each year group is organised into six units. Over the course of each unit, children are introduced to new songs. The musical learning related to each song is incorporated into a variety of lesson activities. Simply put, children don't just learn to sing songs – they learn about all aspects of each song, including its historical connections, narrative, related music theory, cultural context and style.

With a performance goal associated with every weekly lesson, children work through a series of musical activities where they acquire new – and enrich existing – musical knowledge and understandings. As lessons progress through each unit and year group, musical skills and understandings are continually reinforced, allowing for deeper learning.

The Unit Structure Explained

- Steps 1-6 feature three different songs with connected musical activities. In Year 1, there is a new song each week.
- In Years 2-6, Steps 1, 3 and 5 include a Listen and Respond activity related to the song being learnt. Steps 2 and 4 include a different Listen and Respond for enrichment.
- Step 6 repeats one of the Listen and Respond activities for assessment purposes.
- Step 6 is an 'Assessment Checkpoint' week. Teachers have the option of delivering a standard music lesson or having the children complete some, or all, of the assessment tasks.

Each weekly lesson will always involve the following activities:

1. Understanding Music
2. Listen and Respond
3. Learn to Sing the Song
4. Perform the Song

In some weekly lessons, there will be options for playing instruments, improvising and composing. All activities are incorporated over the course of each unit in every year group and are connected as part of each performance.

These lesson activities are described below:

Baseline Quiz (Unit 1 in each year only)

This theory quiz will give you a snapshot of each individual child's musical knowledge at entry-level into each year. There is also a more summative, general music quiz at the end of each unit and year. Each quiz has a different number of questions and can be used to suit lesson pacing and scheduling appropriately. The questions will include music theory, listening questions and generalised questions about different styles of music. Each question is multiple-choice and allows you to select the correct answer before moving on.

Activity 1: Musicianship Options

1a. Understanding Music

This activity supports students in their understanding of duration, pulse, rhythm and pitch. It is designed to bring everyone together at the beginning of the lesson to learn, embed or revisit the music theory required for the unit and year.

In each lesson, children will be guided through activities within the on-screen resource. These involve specially-designed activity tracks that lead children through musical activities, including finding and moving to the beat, copying back rhythmic patterns, creating simple rhythmic responses, warming up their bodies and voices, copying back melodic patterns, and creating melodic responses on tuned instruments.

1b. Improvise Together

This activity gives children an opportunity to practise improvising together. There isn't an Improvise activity connected to every song, so this can be used as an option. Here, they can practise their ideas together over a backing track. You can take it in turns to play when looping the track.

Notation - the Language of Music

Formal notation is introduced in Year 3, but the foundations are laid from Year 1.

Just as we can talk and understand words before we read them, we sing, play, improvise and compose before we learn to read music or have an understanding of its language.

We use the word 'musicianship' to describe the bringing together of musical practice and its theory (musical understanding - 'theory' is the formal name for the approach to understanding the foundations of music). This is what we have been doing in our music lessons and the understanding of what we have been doing in our music lessons.

Activity 2. Listen and Respond

Every lesson across the scheme involves a Listen and Respond activity, where children listen and respond to the weekly song. Through this, they gain an understanding of music's design and cultural place while learning about and feeling the impact music has on us. Children will discuss the historical and cultural context of the music, which helps to embed learning through listening to one another and sharing ideas. Learning about the elements of music is also part of this activity.

Key Stage 1

The Listen and Respond activity has three on-screen interactive tabs to work through:

1. Listen

This section introduces the music. Let the children listen and form an immediate response to the questions provided. A second listening will enable the class to talk about their answers and form similar or different responses.

2. Respond

The questions in this section begin to draw attention to expressive concepts: dynamics, tempo, texture and articulation. The questions require children to listen with care to the music and identify expressive qualities and how these are being used by composers/performers to communicate intention. It is important to talk to the children about the opportunities they have to use expressive qualities, eg when they sing or play loudly or quietly, or when the steady beat gets faster or slower.

3. Did You Know?

This question provides some further information about the music or its composer, or how the song connects with another subject in the curriculum. Teachers should encourage the children to listen, move, dance, march and enjoy the music. You can use the on-screen prompts to encourage them to talk about the music, how it makes them feel and why, and musical concepts such as beat, tempo and dynamics. 'Did You Know?' will enable you to explore the song's musical, cross-curricular, historical or cultural connections with them.

Key Stage 2

The Listen and Respond activity has five on-screen interactive tabs to work through:

1. Listen

Listen to the music together. Remember - this is the first time the children will hear the music. The children can respond during and after this initial listening with movement, if appropriate. Use the on-screen questions as a focus and discuss them together as a class after listening. Perhaps read the questions together before listening. This activity has been designed to explore the children's initial response to the music, how they might move, their feelings and first impressions. As the children get older, this becomes an opportunity to consolidate previous learning, eg is it a style they have heard before? Or is it an unusual time signature?

2. Respond

The children respond musically to what has been heard, focusing on musical concepts appropriate to their age group. Remember! Each question has its own tile, don't click on the answer until the children

have discussed the question. Use the discussion and information from the tiles to learn about the particular features of the style of the song and its structure or design.

3. Extended Listening

The children will have the opportunity to listen to sections of the music more carefully and with greater depth.

4. Understand

This provides an opportunity for a class discussion about why the song was written, and how it connects to its social and cultural context. Use the discussion and information from the tiles to learn about the background of the music/song. The 'Understand' tab always has a key fact that is historical, a key fact that is cultural, and a key fact that is cross-curricular. The 'Understand' tab facts will help the children connect the song with its cultural, historical and social contexts as appropriate to each year.

5. Connect

Children learn the style indicators of the song or music. Looking at the 'Connections: Origins of Musical Styles', an interactive musical timeline, will help children to highlight the connections of the song/music to other styles and place it in time.

Activity 3. Learn to Sing the Song

Each Learn to Sing the Song activity helps you to teach the song that the children have listened to and discussed in the previous activity. The lyrics, notated music and backing track are all provided in the lesson viewer. There are several playback options from which teachers can choose. Children will have the opportunity to practise and rehearse their singing skills and focus on learning to read music from a score while discussing elements of music associated with each given song.

Children will have warmed up their voices in 'Understanding Music'.

On the screen, you will have the option to break the song down into manageable learning sections. Add clapping and movement in the relevant sections and encourage your class to have fun!

Activity 4. Playing Instruments

Occasionally, there will be other activities, or a combination of activities, available to you within a weekly lesson plan. While not affiliated with each song, children will have the opportunity to engage in playing instruments, improvising, and composing throughout each unit. These activities further allow children to directly use and manipulate the elements of music. In years 3-6, children will also have access to a composition-based activity, entitled Music Notepad.

The Play Your Instruments with the Song activity enables children to learn differentiated instrumental parts by ear or from notation. Music theory elements related to this activity will have been introduced in the Understanding Music part of the lesson. This activity will allow children to make musical connections and apply their musical learning. Children will have the opportunity to practise and rehearse instrument-playing skills as well as their music-reading skills in this activity.

Differentiated instrumental parts for unit songs, provided under the 'Sheet Music' tab within the lesson viewer, allow the teacher to choose those that correspond with available instruments and also accommodate children of varying abilities. The sheet music and the vast array of parts we provide are all very much optional.

With this 'playing instruments' option, most children will play glockenspiel, recorder, or other common classroom instruments, with some perhaps playing guitar, ukulele or keyboard. It is very much your and the children's choice, and will be dependent on children's ability to play these instruments.

In providing additional instrumental parts for brass, woodwind, strings and more, we wanted to support not only gifted and talented children, but other children who may be proficient in one or more musical

instruments. As musicians, it feels right to give a budding young alto saxophonist or keen violinist the chance to play their own instrument in their weekly music lesson, rather than one of the everyday instruments that children who are at an earlier stage in their musical journey might choose to play.

Whichever instruments teachers and children choose to use, there are several differentiated parts for each instrument along with PDF and MusicXML download options.

Activity 5. Composing and Improvising

Think about the differences between improvising and composing.

An explanation: When someone improvises, they make up their own tune that has never been heard before. It is not written down and therefore will never be heard again. If you write your improvisation down in any way, it becomes a composition and you can play it again with your friends. The music comes from inside the performer and belongs to them; it's not a question of doing it 'right' or 'wrong'. If the activity is set up properly within the correct musical boundaries, children can only succeed.

Compose with the Song

This activity provides children with the opportunity to experiment with different combinations of rhythm and pitch to create simple melodies within the lesson viewer. A child can experiment with a given number of pitches and note values to compose simple melodies that fit with the backing track for given songs.

Create a Graphic Score

A graphic score is an exciting and creative way to write a musical composition. Graphic scores can be very artistic and imaginative and can include shapes, squiggles, letters, pictures and in fact, anything you would like! With a graphic score, you can make up your own rules.

The children can create their graphic score(s) as a class, in groups or individually using the 'Create a Graphic Score' resource. They can use the symbols suggested on the screen OR design their own on the worksheet provided.

Music Notepad

The Music Notepad activity is available for years 3-6 at the end of each unit, and may be used as a form of assessment to evaluate children's understanding of the music theory concepts introduced within the unit. Using the Music Notepad resource, children will create a four or six-bar composition in which they will choose pitches and note values to create a melody. Each child can then share, evaluate and reflect on their creations.

Improvise with the Song

Here, children will improvise with their instruments using a given set of pitches appropriate for the unit and year group. Children can experiment with musical ideas and improvise along with the given song using the backing track within the lesson viewer.

Activity 6. Perform the Song

There are many opportunities for performance. At the end of each weekly lesson and the end of each unit, children are provided with the opportunity to perform a song, or collection of songs, and share any related musical activities. This allows children to showcase what they have learnt within a lesson or unit, by sharing songs they have learned to sing, instruments on which they have learnt to perform, improvising skills and compositions they have created. Performances at the end of a lesson or unit, or for any other sharing purpose, should be organised by the children to include a contextual introduction that connects to learning which has also taken place in each Listen and Respond Activity. Performances at the end of a unit may be used for assessment purposes, as well.

End-of-unit Quiz

This theory quiz summarises all of the musical learning that has taken place in the unit. There is also a more summative, general quiz for the entire year. Each quiz has a different number of questions and can be used to suit lesson pacing and scheduling appropriately. Each question is multiple-choice and allows you to select the correct answer before moving on.

3. Practice and Retrieval

Our Scheme follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing musical confidence and enabling them to go further. Teachers can adapt their teaching to respond to the strengths and needs of the children they teach.

4. Assessment

Assessment is an integral part of teaching, as it determines whether the goals of education are being met. However, we recognise that assessment goes far beyond tracking spreadsheets and termly knowledge tests. At its core, assessment should lead children to learn more effectively.

Assessments serve the students by letting them know what errors they made and how they could correct those errors. It also helps students to reinforce the content better in the event they don't remember it very well. Assessments also helps teachers better understand what worked and what didn't in their classes. For example, if the average score in a mini-quiz was lower than expected after the test, then the teacher knows that something didn't click with the students. In such a scenario, it helps the teacher change the way the content was earlier taught and use other ways to teach the same content moving forward.

Assessment at St John's and St Peter's CE Academy is guided by two key pieces of research: McCourt's (2019) '**Mastery Model of Education,**' and Fletcher-Wood's (2018) model of '**Responsive Teaching.**'

Mastery model of education

Diagnostic pre assessment with pre teaching	All children need the foundations for the upcoming new learning.
High quality, group based initial instruction	Multiple ways of communicating and teaching each and every concept. Lots of practice.
Progress monitoring through regular formative assessments	Timely action when children have not understood
High quality corrective instruction	Intense, individualised assistance offered early. Most children will need this at some point.
Second, parallel formative assessments	If the child still has not gripped the idea, then the cycle repeats. All will grasp concepts eventually
Enrichment or extension activities	Take an idea into much greater depth and well beyond the expectations of the statutory school curriculum.

McCourt (2019)

Fletcher-Wood (2018) outlines a model of '**Responsive Teaching**' with three clear principles:

1. **Setting clear goals and planning learning carefully.**
2. **Identifying what children have understood and mis-understood.**
3. **Responding and adapting teaching to support children to improve.**

Our assessment process is designed to align with these three principles and give teachers the opportunity to respond and adapt teaching to support children to improve.

Before the Unit begins

High Quality Planning

Long-term and Medium-term planning provided by the Subject Lead ensures that lessons are designed to build on prior learning.

Knowledge Organisers

Providing students with accessible guidance about knowledge that they can study on their own; a secure scheme to aid recall. KOs are shared with parents on Class Dojo.

During each lesson

Do Now

Each lesson begins with a low-stakes, low threat recap that help children to recall prior learning and make connections with the required substantive knowledge for that lesson.

Feedback

Teachers finish the lesson with a recap of learning and addressing misconceptions that have arisen. This could be Whole Class Feedback, Feedback that Moves Forward, or Feedback as Actions.

Check for Understanding

After the learning input, adults will use key strategies such as Hinge Questions, Show Me Boards or Cold Calling to check for understanding. This allows teachers to assess whether the majority of pupils are ready to move to the Independent Activity.

During or at the end of the Unit

Unit Check-Ins

Low stakes, low threat check-ins designed to assess the progress of the pupils mid-way through the unit. This could be in the form of questioning, quizzing, or other formative assessment methods.

Quizzing

A simple routine knowledge quiz that checks students have learned the material that you want them to know. These could take place during a unit, or at the end. Quizzing provides information to student and teacher about where gaps exist.

Double-Page Spreads

An open response task for pupils to showcase what they have learned. The precise form of this response is not critical, but it may include pictures and labels, key vocabulary, descriptions, or verbal presentations.

“End Product” Evaluations

This could be a performance in music or a purposeful “product” in D&T. Students and teachers can reflect on the process of creating these end products and evaluate whether they have been successful.

Teachers have autonomy to choose the most appropriate form of assessment to use during, or at the end of the unit. Although some assessment strategies lend themselves to different subjects, there is no requirement to perform a specific one at a specific time.

5. Supporting pupils with SEND

At St John's and St Peter's CE Academy, we aim for all Music lessons to be accessible for all pupils. We recognise that high-quality teaching is what is best for all pupils, including those with SEND or other additional needs. Our consistent approach to teaching is underpinned by Walkthrus instructional coaching, equipping teachers with a toolkit of research-based strategies that have been proven to work in the classroom.

Where pupils may have additional needs that could prevent them from engaging with the content of a lesson, the class team will make adaptations to ensure that each child can access the learning. Some pupils may require extra time or support in the classroom, while others may require pre-teaching of specific vocabulary or concepts.

As part of termly Pupil Progress meetings, the Deputy Head and SENDCo meet with the class teacher to identify any barriers to learning that may be hindering progress, liaising with the Pastoral Care Manager to build up a holistic view of all pupils. Staff are confident to raise any concerns they have about specific pupils, and regularly seek guidance for additional strategies or advice.

6. Music in EYFS

At St John's and St Peter's we use the charanga curriculum to teach Music. Each Unit of the Charanga curriculum is supported by weekly lesson plans and has a cross curricular/topic based focus as well as a musical focus.

Each Unit of Work has a cross-curricular/topic-based focus and a musical focus that will allow you to engage the children in activities related to the developmental events taking place in their changing lives.

Autumn 1

Learn to sing nursery rhymes and action songs:

- Pat-a-cake
- 1, 2, 3, 4, 5, Once I Caught A Fish Alive
- This Old Man
- Five Little Ducks
- Name Song
- Things For Fingers

Cross-curricular and topic-based focus

Explore:

- growing
- homes
- colour
- toys
- how I look

Musical learning focus

- Listening and responding to different styles of music
 - Embedding foundations of the interrelated dimensions of music
 - Learning to sing or sing along with nursery rhymes and action songs
 - Improvising leading to playing classroom instruments
 - Share and perform the learning that has taken place
-

Autumn 2

Learn to sing nursery rhymes and action songs:

- I'm A Little Teapot
- The Grand Old Duke Of York
- Ring O' Roses
- Hickory Dickory Dock
- Not Too Difficult
- The ABC Song

Cross-curricular and topic-based focus

Explore:

- Using your imagination
- Christmas
- Festivals
- Fairies
- Pirates
- Treasure
- Superheroes
- Let's Pretend
- Once upon a time

Musical learning focus

- Listening and responding to different styles of music
 - Embedding foundations of the interrelated dimensions of music
 - Learning to sing or sing along with nursery rhymes and action songs
 - Improvising leading to playing classroom instruments
 - Share and perform the learning that has taken place
-

Spring 1

Learn to sing nursery rhymes and action songs:

- Wind The Bobbin Up
- Rock-a-bye Baby
- Five Little Monkeys Jumping On The Bed
- Twinkle Twinkle
- If You're Happy And You Know It
- Head, Shoulders, Knees and Toes

Cross-curricular and topic-based focus

Explore:

- family
- friends
- people
- music from around the world

Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Singing and learning to play instruments within a song
- Share and perform the learning that has taken place

Learn to sing nursery rhymes and action songs:

- Old Macdonald
- Incy Wincy Spider
- Baa Baa Black Sheep
- Row, Row, Row Your Boat
- The Wheels On The Bus
- The Hokey Cokey

Cross-curricular and topic-based focus

Explore:

- Animals
- Jungle
- Minibeasts
- Night and day
- Sand and water
- Seaside
- Seasons
- Weather
- Sea
- Space

Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Singing and learning to play instruments within a song
- Share and perform the learning that has taken place

Spring 2

Learn to sing nursery rhymes and action songs:

- Old Macdonald
- Incy Wincy Spider
- Baa Baa Black Sheep
- Row, Row, Row Your Boat
- The Wheels On The Bus
- The Hokey Cokey

Cross-curricular and topic-based focus

Explore:

- Animals
- Jungle
- Minibeasts
- Night and day
- Sand and water
- Seaside
- Seasons
- Weather
- Sea
- Space

Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Singing and learning to play instruments within a song
- Share and perform the learning that has taken place

Summer 1

Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.

Musical learning focus:

- Listening and appraising Funk music
- Embedding foundations of the interrelated dimensions of music using voices and instruments
- Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs
- Playing instruments within the song
- Improvisation using voices and instruments
- Riff-based composition
- Share and perform the learning that has taken place

Summer 2

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.

7. Supporting classroom teachers

At St John's and St Peter's CE Academy, we aim to offer our classroom teachers a high level of support. The charanga team supply all teachers with the lesson plans, overviews and resources that they need to deliver quality lessons. Our music leader meets with teachers to update them with changes to the curriculum and to ensure consistency. As a school, we have a fully stocked resource cupboard, so teachers are able to carry our practical lessons with the children and ensure then engage in hands on experiences. This includes a class set of glockenspiels. We pride ourselves on offering support to all staff, in turn staff know they have on hand support whenever needed.

8. Additional Information

In Year 3, we have made the decision to hire a music teacher from the 'Music Service – Services for Education'. This music teacher delivers the curriculum for a whole academic year, and teaches the children how to play a musical instrument.

The Music Service's Aims

Working with young people, schools and a number of strategic partners, we aim to enable, enhance and enrich the music education available to students in and around Birmingham. All of our staff members are screened, qualified and receive regular training to ensure that we provide the very best service, every time. Our teachers have been handpicked for their passion and drive when it comes to delivering a high-quality music service. This enables us to provide a unique and valuable offer to children and young people.

Services For Education Music Service is the lead organisation for the **Birmingham Music Education Partnership** (BMEP) which deploys the central government funding to extend and coordinate music education provision for all reporting to Arts Council England.

The Music Service Offer

- Every child that learns is offered the free use of an instrument
- We offer free access to all of our **Central Ensembles** (auditioned – 21) and 75 **Area/School-Based Ensembles** (un-auditioned)
- We provide free instrumental/vocal lessons to every child in care in year's 4 & 7, through our **Music Cares** project in collaboration with the Birmingham Virtual school
- We provide subsidised (50%) **instrumental/vocal lessons** to every child in care in year's 3, 5, 6, 8, 9, 10, 11, 12 & 13, through our collaboration with the Birmingham Virtual school. Please contact us for more information about this subsidy

- We provide free 1:1 lessons for children in special schools through our collaboration with the Music of Life Charity. These are decided through careful dialogue with the school and places are numbered. Please contact us for more information about this subsidy
- We provide free 1:1 lessons for children with upper limb disabilities through our collaboration with the One Handed Musical Instrument (OHMI) Charity. These lessons are provided once a discussion has been undertaken with the school/parent/carer. Please contact us for more information about this subsidy
- We subsidise our Whole Class Instrumental Teaching programme to primary schools in the city with generous support from Arts Council England. This is usually in year 4 for the whole year. Please contact us for more information about this subsidy
- We continually look at funding key projects both in and outside school settings. For EYFS, we run a Soundtots programme and from year to year, are able to provide this at a reduced cost, depending on fundraised activity. Also, we run Inspiring Sounds which is a programme for Special Schools and again, depending on fundraised activity can be provided at a reduced cost
- In certain areas of delivery, we can offer support to schools. In particular, we have a double bass, bassoon, oboe and tuba project on offer, where we can provide a small proportion of free time to schools to help develop these areas of learning. This is supported through our Arts Council Funding
- We offer free termly CPD sessions for Special, primary and Secondary school-based colleagues. We also run an annual BMEP Conference for free, which helps support music coordinators in the city, again supported through Arts Council funding
- Throughout the year, our BMEP partners support schools with free activity. Please see our BMEP tab on our website for up to date offers.

The Programme

The programme is delivered, to all pupils in every Year 3 class, by a Music Service teacher working in close partnership with the class teacher for a session of about 45 minutes per class each week for the full year. Each session will provide a variety of linked activities including singing and opportunities for composition and improvisation. Each child will be loaned an instrument which, after careful preparation and training, they will be able to take home for practice.

Instruments involved include: violin, cello, flute, clarinet, recorder, cornet, trumpet, tenor horn, baritone, trombone, guitar, ukulele, keyboard and world music/percussion – djembe, mini pans, tabla and dhol. As performance is a key element of the programme, opportunities to perform to the school and parents in assemblies are important.

At St John's and St Peter's Academy, our children learn to play the Djembe and Dhol drums.