

# Music Development Plan Summary: St Mary's Primary

## Overview

Detail	Information
Academic year that this summary covers	2024/2025
Date this summary was published	July 24
Date this summary will be reviewed	July 25
Name of the school music lead	Natalie Whittall
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Accent
Name of other music education organisation(s) (if partnership in place)	

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.

### Vision

At St Mary's our *overall vision for music provision in our school is*

- To enjoy listening to a wide range of music from different times and cultures
- To enjoy making music based on different times and cultures
- To perform with confidence and enjoyment
- To sing with confidence and enjoyment
- To develop composition and appraising skills
- To develop a musical vocabulary with which to evaluate the music listened to

- To provide a range of musical opportunities
- To encourage awareness, enjoyment and appreciation of Music in all its forms.
- To develop imagination and creativity.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- To offer opportunities to perform, compose, listen and appraise.

### **Curriculum**

We use the Charanga Primary Music Scheme across the school. Our scheme of work is informed by the Model Music Curriculum and also fulfils the requirements of the National Curriculum (2014)

Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear. We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Charanga Primary's Music scheme which has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again. Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities. Pupils are taught musical notation and how to compose music.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work collaboratively with others to make music. Through music, our curriculum

helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Charanga Scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term. Music is taught as a discrete lesson usually lasting 45mins.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music

Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions. The children are given opportunities to apply their skills and given a chance for collaboration through composition.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work. Charanga's Primary Music spiral curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing more simpler tasks better, as well as developing understanding and knowledge of the history of music, musical notation, as well as the interrelated dimensions of music and more.

**Music in EYFS** – The Charanga Original scheme of work continues to be used in EYFS. We teach music in Foundation Stage as an integral part of the topic work

covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. Music is a daily part of our Reception learning; singing songs, nursery rhymes, counting songs and listening to and singing songs from different cultures increase a child's knowledge and understanding of the world.

### **Whole class Tuition**

Model music curriculum - The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. At St Mary's we use an expert music teacher to deliver whole term Samba tuition for our Year 4 class. The children perform to parents at the end of the tuition period.

Years 2,3,5 and 6 have vocal tuition for a term by a singing tutor delivered by external provider 'Voice'

### **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;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

### **SEND**

We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music. Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes.

### **Assessment**

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil which is recorded in the end-of-year report. Formative assessments are recorded on our foundation subject assessment trackers. Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

### **Resources** –

There are a range of instruments within the school, including whole class sets of instruments. The school has access to and uses teaching resources to support music teaching and learning

- Keyboards - library cupboard
- Audio equipment
- Music literature – library
- Percussion instruments in the hall
- Pitch instruments in library cupboard
- Sets of class recorders – library cupboard
- Charanga Scheme of Work online
- iPads – APPS such as Garage Band etc...
- I.C.T. computer programmes
- Class set of Glockenspiels

## **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 St Mary's Primary School, we currently offer, at a small cost to parents, small-group lessons on guitar and ukelele brass through an external provider. Teachers visit the school and teach children in our dedicated music practise room. The children perform annually for the whole school and their parents.

We offered an after school Choir club which was ran by an external singing teacher and a lunch time recorder club which was delivered by Mr Tainsh and Mrs Lamb, both of these were offered free of charge.

We work alongside Accent Music Hub to ensure that we can offer the best possible music opportunities for our children.

## 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.

Children will have the opportunity to perform or experience high quality music this academic year. Please see below for a list of those opportunities: -

Weekly singing Assemblies

EY/ KS1 Christmas Nativity for families,

Christingle service for families where all children are invited to perform at St Mary's church,

Y3 – Y6 – Christmas performance with families

Y6 Leavers production.

Annual whole class assemblies

Guitar and Ukelele performance by children from our school

Annual talent show

## In the future

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

Develop stronger network with Accent Music Hub and explore what they can offer.

CPD opportunities for all staff

Introduction of further whole-class ensemble projects delivered by a music specialist.

Create more opportunities for children to perform to an audience and experience musical performances.

Further develop performance opportunities for our young musicians throughout the school year.

Further develop engagement in extra-curricular music for Pupil Premium and SEND children.

Develop a dedicated music teaching space for children to use