

# Music development plan summary: Rode Heath Primary School

## Overview

| Detail  | Information                            |
|---|--|
| Academic year that this summary covers                                  | 2024/25                                |
| Date this summary was published   | October 2024                           |
| Date this summary will be reviewed                                      | July 2025                              |
| Name of the school music lead   | Ms. Gemma Burton and Miss Hayley Scott |
| Name of local music hub   | Love Music Trust                       |
| Name of other music education organisation(s) (if partnership in place) | N/A                                    |

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

At Rode Heath Primary School, we aim for a high quality music curriculum that will enable all children to feel that they are musical. We focus on developing the skills, knowledge and understanding that children need in order to develop a life-long love of music. We want our children to be confident performers, composers and listeners. Our scheme of work, based on the Kapow planning, introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Our scheme of work enables pupils to meet the end of key stage attainment targets outlined in the National Curriculum. It takes 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
- The inter-related dimensions of music

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control.

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 instrumental scheme lessons from Kapow Music complement our scheme of work and allow lower key stage two pupils to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the Model music curriculum. Children in Year 4, have a term of glockenspiel lessons delivered by The Love Music Trust.

**Lesson Delivery** - Within each music session there will be the following elements:

1. A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work.
2. A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

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. Kapow'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, staff, and other musical notations, as well as the interrelated dimensions of music and more.

**Music 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. 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. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

**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. Opportunities for development should continue beyond the mandatory term.' For the last two years the Love Music Trust have delivered a 10 week whole class instrumental programme using glockenspiels with our Year 4 class.

**Planning** - The curriculum overview details the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, key stage 1 and key stage 2. Individual lesson plans include guidance on differentiation to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

**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
- Grouping children by ability in the room and setting different tasks to each ability group

- Providing resources depending on the ability of the child
- Using teaching assistants to support the work of individuals or groups of children

**SEND** - We strive to remove barriers to learning for pupils with SEND. We ensure that children with SEND are able to express themselves and take an active part in all lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

**Assessment** - This is ongoing throughout each unit of learning. Teachers will document each lesson in their PowerPoint assessment journey which will help to build evidence. Children will complete composite tasks at the end of each unit, this will be either through a recording, performing to a small audience or performing in assembly.

**Resources** - We have a range of instruments. There is a central store of:

- large percussion instruments
- selections of instruments from other cultures
- xylophones & glockenspiels
- Songbooks and Christmas Production packs
- CDs
- music stands
- recorders
- drums

## Part B: Co-curricular music

The Love Music Trust offer small group and individual tuition. Parents/Guardians book lesson directly through the Trust via this link.

<https://www.lovemusictrust.com/parents-and-pupils/small-group-and-individual-tuition>

In our school we currently have children learning piano, singing, trumpet and recorder through the Love Music Trust and drumming lessons through our peripatetic teacher Dan.

During the course of the year, pupils in Key Stage 2 also have the opportunity to perform with our school choir. They perform regularly in assembly, at the One World Music festival and this year they will be attending Young Voices in Manchester.

## Part C: Musical experiences

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Across all key stages, children have a range of opportunities to experience live musical theatre and to take part in musical performances, such as Christmas plays and nativities, KS2 Summer performances.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations. Each week in school, we also enjoy listening to a specific piece of music taken from the Model Music Curriculum.

## In the future

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

**Pupil Premium** - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.

**CPD and capacity planning** - plan CPD for classroom teachers to increase confidence in delivery of Kapow lessons.

**Links with external music organisations** - to support recruitment of children for instrumental tuition. What are the opportunities available to use? Maintain ongoing contact with the Love Music Trust.

**Performance opportunities** - broaden the range of performance opportunities for children in school and beyond for parents to attend: Young Voices, music assemblies for parents, class performances showcasing their composite tasks.

**School orchestra/ ensemble** - Consider starting a music ensemble paid for by parents to be provided by a visiting music teacher (LMT?). Musical engagement with

feeder secondary schools- look for opportunities to work with feeder secondary school for transition.

## Further information (optional)

**Collaboration** - The school is supported by The Love Music Trust.

**CPD** - We value the importance of ordinarily available provision and recognise the need for teachers to have a strong subject knowledge in music. Ongoing CPD is provided to teachers in the form of teacher videos for each music unit throughout the scheme. Teachers of classes who receive whole class instrumental tuition will take part in the music lessons and develop their subject knowledge through learning a musical instrument alongside the class.