

# Music development plan summary: Quinton Primary School



## Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Mrs Naomi Loquens
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Warwickshire Music Hub
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

### Curriculum

At Quinton Primary School, we use the Charanga Primary Music Scheme from years Reception to year 6.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014).

The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. 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'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 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. 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.

## **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. In years 1 and 2 a unit from the Charanga scheme of work is covered each half term. In years 3 and 4 half of the term is focused on a unit from Charanga and the remaining term is learning how to play the recorder. In years 5 and 6 half of the term is focused on a unit from Charanga and the remaining term is learning how to play the ukulele.

Music is taught as a discrete lesson usually lasting an hour during weekly sessions to allow for progression of skills to gradually build.

During autumn 2 the children focus on their Christmas Performances. Early Years deliver a Nativity. Years 1/2/3 and years 4/5/6 perform a Christmas carol concert. This allows for differentiation in the songs that are learnt and taught.

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

### **The inter-related dimensions of music**

Each unit combines these strands to capture pupils' imagination and encourage them to explore music enthusiastically. Charanga provides a classroom-based, participatory and inclusive approach to music learning.

Throughout the scheme, children are actively involved in using and developing their singing voices as well as developing their skills playing tuned and untuned instruments.

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 vocabulary and skills to be learnt are shared using knowledge organisers.

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.

### **Lesson Delivery**

Within each music session there will be the following elements:

1. A clear Learning Objective with focused 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, improvisation, 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, 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 (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. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

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.

### **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.'

We have taken the decision to deliver whole class instrument lessons using untuned percussion in EYFS, glockenspiels and untuned percussion in years 1 and 2. In

years 3 and 4 the children learn how to play the recorder. Finally, years 5 and 6 the children learn how to play the ukulele.

## **Planning**

The plans are all available for each year group on the Charanga website.

The planning needed to teach recorders and the ukulele are provided by the Warwickshire Music Hub. The music Hub deliver the training for teachers so that they feel confident to teach these instruments.

## **SEND**

Within our music curriculum, there is great consideration as to how all learners, including SEND are supported in lessons. We will strive to remove barriers to learning for pupils with SEND. Our young people are supported through a range of ways for example extra time may be given for learning songs, musical notation and instruments. On some occasions, adaptations may need to be made for children with physical disabilities or those struggling with sensory issues when ear defenders or breakout spaces may be used. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons.

## **Assessment**

On-going Assessment for Learning (AfL) practices within class and group sessions include 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 and school peripatetic teachers. Assessments are used diagnostically by teachers to evaluate learning and inform teaching. Because children display ability in music in as many ways as there are ways to be involved in music, the assessment follows a variety of different methods. The teacher will informally assess throughout any creation or rehearsal process, giving oral feedback, and instant methods of ways to improve. Pupils are also assessed individually when performing, as ensemble playing is evidence of achievement. The evidence is in the critical listening of each child, and the audience. Children are encouraged to make judgements about how they may improve their work. Assessment grids are also to be filled out by teachers to monitor the progress of the children at the end of each half term. Children's performances are recorded electronically and saved to a music evidence file on the computer hard drive.

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

- large percussion instruments
- selections of instruments from other cultures
- glockenspiels
- keyboards & one piano

- Songbooks and Christmas Production packs
- CDs
- music stands
- recorders
- ukuleles
- drums

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as instruments and for composition.

## Part B: Co-curricular music

We offer extracurricular activities including ukulele (ran by a music specialist), singing (which is split into little voices and young voices to allow for differentiation in the songs taught to suit age ability) and 1:1 or small group peripatetic music lessons for piano and guitar, which also provide children with experience of making music.

Through the course of the year, pupils in Key Stage 2 have the opportunity to perform at 'Young Voices'.

During Christmas EYFS put on a production of the Nativity, years 1/2/3 perform and Christmas carol concert as do years 4/5/6.

The children in years 3 and 4 will have the opportunity to perform some of the pieces learnt in recorders to the rest of the school. As will years 5 and 6 who will perform playing the ukulele.

At the end of the school year the Year 6 children put on a musical production.

Scale performance takes place in the community, building on existing school links e.g. Carols in the Community. Classes also have the opportunity to perform at the local residential home, village hall and church celebrations.

Children who learn to play an instrument with our specialist music teacher or outside of school are offered the opportunity to play during whole school assemblies.

## Part C: Musical experiences

Musical visitors are used to enhance the music curriculum where appropriate e.g. visit from our local ukulele ensemble.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music making, through support at events.

Years 1-6 have the opportunity to experience a live musical theatre performance during the Christmas term in watching a Christmas Pantomime.

## 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 singing in the classroom and delivery of music.

Links with external music organisations – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert.

Musical engagement with feeder secondary schools – look for opportunities to work with feeder secondary school for transition.