



Oxley Primary School

Music Curriculum & Development Plan

Introduction

At Oxley Primary School, we believe that music is a fundamental part of a well-rounded education. Our music curriculum is designed to inspire and engage all learners, fostering a love of music and providing opportunities to develop a wide range of musical skills and knowledge. Aligned with our school's ethos of "Be kind, be brilliant, have an 'I can' attitude," our music programme empowers pupils to explore diverse musical genres, build confidence, and discover their unique creative potential.

Key Aims

Our primary aims in teaching music are to:

- Equip pupils with a strong foundation in fundamental musical skills, such as singing, playing instruments, and music theory
- Expose pupils to a diverse range of musical styles, cultures, and traditions to broaden their musical horizons
- Nurture pupils' creativity, self-expression, and appreciation for the arts
- Support the development of essential skills, including teamwork, communication, and perseverance

Content and Skills

Throughout Key Stages 1 and 2, pupils will engage in a progressive curriculum that builds upon their prior knowledge and skills. They will learn to read and perform music, compose their own pieces, and critically analyse a variety of musical works. Pupils will have opportunities to learn to play a range of instruments, including percussion, strings, and woodwind, developing their technical proficiency and musical understanding.

Progression

As pupils move through the primary phase, the music curriculum will become increasingly challenging and sophisticated. In Key Stage 1, the focus will be on developing a strong foundation in musical elements, such as pitch, rhythm, and melody, through engaging, hands-on activities. In Key Stage 2, pupils will delve deeper into music theory, explore more complex musical structures, and have opportunities to collaborate in ensemble performances.

Wider Impact

The music curriculum at Oxley Primary School is designed to support the holistic development of our pupils. By nurturing their musical abilities, we aim to enhance their cognitive skills, emotional intelligence, and overall well-being. The knowledge and skills gained through music education will also prepare our pupils for future success, whether they choose to pursue music academically or simply enjoy it as a lifelong passion.

Music development plan summary for Oxley Primary School

In line with the DFE's request, 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 performances – and what changes we are planning in future years. This information is to help pupils and all stakeholders understand what our school offers and who we work with to support our pupils' music education.

Overview

Detail	Information
Academic year that this summary covers	2024/2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Sarah Walker
Name of school leadership team member with responsibility for music (if different)	Sarah Walker
Name of local music hub	Leicestershire Music Service
Name of other music education organisation(s)	N/A

Part A: Curriculum music

This section 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

What we teach

We want our children to know key knowledge so we explicitly teach the interrelated dimensions (rhythm/duration pitch, texture, tempo, dynamics, timbre, structure, notation and pulse) of music alongside the disciplinary knowledge (singing, composing and musicianship). We follow the subject content of the National Curriculum and the expectations of the Model Music Curriculum (MMC). Our teaching is supported by the use of Leicestershire music schemes of work and Whole Class Tuition teaching.

Music composition and performance

EYFS – Sing, listen and explore with tuned and untuned instruments – talk about all musical elements in a simple manner. Develop a love of music and a confidence to perform.

Y1/2 – Create own pictorial notation and perform with confidence, know the names of percussion instruments. Children are aware of and can use basic vocabulary for musical elements: pitch, melody, beat, rhythm, dynamics, texture and structure. Children are able to use tuned instruments (hand bells/boomwackers) to learn short tunes.

Y3/Y4 – Build on skills taught in KS1. Children use correct terminology for musical elements and use in their own compositions. Children begin to perform with confidence using a range of tuned and untuned instruments. Children can play simple tunes with up to 5 notes on a recorder and the ukulele. Use formal notation to record their own compositions and begin to edit their own work. Children begin to write down their own compositions in notation on manuscript paper.

Y5/Y6 – Build on skills taught in LKS2. Children continue to write and perform at least four bars of music using formal notation. They are able to know, use and give examples of vocabulary for elements of music. Children will leave us with an awareness of musical cultures, styles and periods, and take forward a desire to enjoy more music.

Children gain the skills, knowledge and understanding to improvise and compose, perform individually or in groups and appraise the music around them. They are given the opportunity to explore their voice and musicianship using a variety of instruments to develop creative, original musical work. They work independently and collaboratively on deepening their understanding of technical knowledge to accurately produce sounds and communicate their music to others, including through western notation. They learn to construct music to develop their composition skills. They also learn to gain an understanding of expression which aids them to describe what they create and hear.

Children with Additional Needs

We believe that high quality teaching for children with additional needs is good teaching for all. However, we recognise that some pupils with additional needs may need further support to ensure they achieve alongside their peers. Children with additional needs are supported to develop and succeed musically. Where adaptations are required, we ensure these are as inclusive as they can be, for example through sourcing an adaptive instrument if there is a physical need or through deployment of staff / additional resources to remove barriers to learning. The lesson plans we follow include suggestions for adaptive teaching to challenge or support which staff respond to as required.

Assessment

Assessment Formative assessment enables our teachers to ensure that progress is made in every lesson. Pupils are encouraged to make self- assessments and peer assessments of their work 'live' and in the moment or by watching video recordings. Summative assessment is usually conducted as a final performance or composition in class or to the wider school community.

Further progression opportunities

We look to support musical learning beyond the classroom, responding to musical interests that the children show and signposting families on to further opportunities. Pupil Premium funding is used to target small groups of pupils to enhance teaching and learning in Music.

How often we teach

In class: Music is timetabled in blocks through the year. When music blocks are being taught they are taught for 1 hour per week. Children are taught high quality music lessons by their classroom teacher and whole class instrumental tuition taught by class teachers and music specialists from Leicestershire Music Hub. Leicestershire Music Scheme is followed in Foundation stage through to Y6.

Whole school opportunities: The whole school sing together weekly. We also sing at festivals and events throughout the year.

EYFS and KS1: Singing, instrument playing, composition and 'sound pictures' forms part of many lessons. There are many cross-curricular skills, such as pattern and counting. Children have the opportunity to play and sing collaboratively in special events put on across the Beskilled network.

KS2: Children in KS2 have the option to take part in Young Voices. This requires weekly singing sessions. Children use song to help them learn and remember key learning throughout the year. Children have the opportunity to play and sing collaboratively in special events put on across the Beskilled network.

Whole Class Instrumental teaching

- EYFS – body percussions
- Year 1/2 – hand bells and boomwackers
- Y3/4 – recorders and ukulele
- Y5/6 – turntables
- Whole School - ICT Music – use of Garage Band, Chrome music lab, incredibox
- Tuned and untuned percussion used throughout the year across musical units.

Part B: Co-curricular music

This section 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

Specialist Instrumental teaching

We are proud to be able to offer a wide range of specialist music teaching. All instruments are taught by specialist music teachers/ Peripatetic teachers, both working as part of Leicestershire Music Hub and independently. As part of these lessons children are encouraged and supported to take accredited music examinations. We offer a wide range of instrumental lessons but can extend our offer if additional instruments are requested as many of music teachers are able to teach multiple disciplines. Currently we offer:

- 1:1 Strings tuition
- 1:1 Brass tuition
- 1:1 Piano tuition
- Ukulele and guitar tuition through peripatetic small groups or 1:1 session
- Drum kit tuition –1:1
- Rock steady band – group tuition

Those children eligible for Pupil Premium are able to use their PP money allocated to each child towards their tuition fees. Our music lessons are taught in a dedicated music room.

Whole school performance

Rock Steady group has the opportunity to perform a concert termly. Parents and the school community are invited to watch. We have a varied calendar of visits from orchestras, music technicians and a range of other musicians throughout the school year.

Part C: Musical experiences

This section 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 at Oxley take part in weekly singing assemblies and music is incorporated into class assemblies, Harvest, Christmas and Easter Services. Annually, pupils travel to the Young Voices concert in Birmingham to experience participating in a massed choir performance.

Our pupils also have opportunities to perform with pupils from other schools as part of musical events with our Beskilled Partnership where we create collaborate performances and host musical activity days.

Different year groups also have the opportunity to work collaboratively on singing and musical activities throughout the year; our foundation Stage host parents in a Harvest Showcase where they sing and perform, Children in KS1 perform a Christmas themed play where there is an opportunity for chorus and small part singing. Our Year 5 and 6 children have the opportunity to participate in a summer production, with opportunities for singing in chorus, small part or solo parts. Opportunities are also found for music in other subjects to support children in applying other skills such as grammar concepts or Timestables using music as a vehicle to enhance that learning.

In school

- Rock Steady Music Concerts
- Christmas Services in Church – opportunities for solo, group and whole school performances.
- Class Sharing – parents, grandparents and guardians invited to class assemblies where music making and singing is often showcased.
- Weekly singing assemblies
- Y6 Leavers' Performance opportunities for group and whole school performances.
- KS1 Christmas performance - opportunities for group and whole class performances.
- Music appreciation in assemblies
- Music listening within classrooms – each class has a music appreciation schedule that covers a range of musical genres and builds each year to include a wide repertoire of musical experience.
- Singing for fun in the classroom
- Extra curriculum KS1 and KS2 recorder clubs
- Demonstration Performances by musicians such a folk band.

Out of school

- Church Services - Christmas
- Termly Music Concert – participating and as audience
- Young Voices

In the future

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

- New music lead to attend Hub training.
- Continue to invite a range of local musicians to visit and perform for us, explaining their journey.
- Encourage further uptake of strings, woodwind and brass instrumental lessons.
- Continue with CPD to keep up to date with the latest ideas.
- Support for teachers and provide training to improve curriculum delivery and pupil experience.
- Further liaise with and support our Beskilled schools – sharing ideas and offering support
- Music concert that involves children learning lessons outside of school;
- Further develop Music IT- especially the recording of it.
- Share, explain and ensure all stakeholders know our clear outcomes:
- Extend our extra-curricular offer

Further information

The Department for Education publishes a guide for [parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.