

Music Development Plan Summary: St Josephs Primary School



Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Siobhan Mcleod
Arts Hub Lead	
Name of local music hub	Trust Music Hub
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.

Intent: As a Catholic Academy, religious education and faith development are at the heart of our school curriculum developing the Catholicism and spirituality of our pupils.

Curriculum – At St Joseph's Primary and Nursery,

Our scheme of work fulfils the statutory requirements of the National Curriculum. 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

- 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. Our Lady of Lourdes Trust music teachers use the scheme and adapt it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

We explore music by: 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.

Our Music Curriculum has been designed to support all children

- Recall: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Digging deeper: 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 and with links to our catholic ethos, 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 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-work, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to childrens' 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. All classes are taught by professional music teachers every Tuesday.

EYFS: 30 minute session
Year 1: 30 minute session
Year 2: 30 minute session
Year 3: 60 minute session
Year 4: 45 minute session
Year 5: 60 minute session
Year 6: 60 minute session

In addition, EYFS have daily singing sessions within the EYFS curriculum.

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 within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically.

Our Music Curriculum provides a classroom-based, participatory and inclusive approach to music learning, 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.

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.
3. The children are exposed to new learning
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.

During each term, 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, where the class is split to work with 2 professional music teachers in smaller groups.

Children always have the opportunities at the start of lessons to revisit and consolidate skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge

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.

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

Planning - Our medium term plans shows which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals for both prime and specific areas in EYFS. The medium term plans also detail 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.

Music Curriculum Overview: Outline of taught and assessed content

The table below outlines the whole curriculum overview for this subject area, and shows the journey that students take throughout St Joseph's Catholic Primary and Nursery School

Year Group	Advent 1	Advent 2	Lent term 1	Lent term 2	Pentecost 1	Pentecost 2
F1	Beat/Rhythm/drums Music through stories	Beat/Rhythm Singing Nativity	Body percussion and moving to a beat	Moving to a beat Glockenspiel	Rhythm/beat percussion	Tempo/Composition Singing
F2	Beat/Rhythm/drums Music through stories	Beat/Rhythm Singing Beat/Rhythm Singing Nativity	Body percussion and moving to a beat	Moving to a beat Glockenspiel	Rhythm/beat percussion	Tempo/Composition Singing
Year 1	Beat Rhythm Pitch	Pulse Beat Rhythm Dynamics Improvisation	Music styles Blues Baroque Latin Bhangra Funk	Music style Bossa Nova	Music style Musical theatre	South African Music
Year 2	Music style Hip hop	Music style Hip hop Percussion	Music style Reggae	Friendship song Play percussion instrument	Rhythm and Blues Funk Jazz Rock Pop Disco	Singing Summer sun Stick notation
Year 3	Rhythms Understanding music style Moving Groovin	Reading basic stave notation	play the notated part of Rocking out Four bar group rhythm	Music style Latin Music: Alright	Music Style Reggae Stave notation Piece:Sunshine	Music style Latin <u>sing</u> Toco Bonito summer concert
Year 4	Music style Latin <u>sing</u> Toco Bonito new notes	Music style Techno Read stave notation A-C	Scale Chord Triad major and minor tonality Toy story 3	Country music Piece stack attack	Far East music Piece: Sunset in Bali piece Jasmine Flower	Music style Gregorian Chant Piece: Tribal Groove Come and see song world

Year 5	Instruments Orchestra Tribal Groove	Music : Movie Buster/ Pirates	Music Style Blues/Rock and Roll	Music style Jazz Piece: Blowin' Cool rhythms	Music Style Swing Piece Moon Glow/Rhythm	Composition and performance Singing Blues scale
Year 6	ostinato/riff writing notes on a stave	Music style Pop Piece dance monkey	History of music drawn from different traditions	Music Style Samba Home made instruments	Music style and history of Hip Hop Piece summertime/ Wellerman Sea Shanty	Compose and composition Changing lyrics Summer leavers concert

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 in the room 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. The first and last lesson in each unit is filmed to ensure teachers can assess the children progress in Foundation and KS1.

Children will have the opportunity to develop their skills further by accessing 1:1 music lessons with our music providers.

Assessment data is sent to all teachers, so that they are aware of children's progress within music, throughout the year, and performances are held within school for children to demonstrate their skills

At the end of the year, the music teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report. Formative assessments are recorded on our O track assessment tracker.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

In EYFS and KS 1 videos are used to track children's progress, using a baseline video, and video evidence at the end of each term. In KS2 children complete booklets to keep track of learning and revisit modules across the year.

Resources – The OLOL music company provide all instruments and children are able to take them home to further practice skills taught in their music lessons. We also have a range of percussion instruments. There is a central store of a selection of instruments from other cultures.

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: Extra-curricular Music & Enrichment

Our children have the opportunity to take part in extra curricular music activities, where they can learn to play an instrument, or develop their skills further with a music teacher.

During the course of the year, all pupils within the school have the opportunity to perform as part of a choir during performances to parents e.g. Nativity and carol concerts. Hymn practice happens weekly which all children in Key Stage 1 and 2 attend.

Small-scale performance takes place in the community, building on existing school links e.g. Carols in the Community where each class visit our local community and perform songs.

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 performances from local colleges that perform in school or children watch live events and take part in musical performances, such as Christmas plays, nativities and pantomime visits.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE.

Visitors are also used to enhance the music curriculum where appropriate e.g. African Drumming.

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

In the future

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.

Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend.

Extra-curricular activities such as a choir for children to continue their love of music with the potential to attend Young Voices.

School orchestra/ ensemble – build uptake of instruments to work towards a school orchestra. Attempt a music ensemble paid for by children to be run by a visiting music teacher.

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

Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. PTA; local charities; fundraising in school from performances etc.)

Use pupil voice to inform planning

Continue to signpost external family events to support parents with musical learning.

Further information

Collaboration - The school is part of the Olol Music package

CPD - We value the importance of quality first teaching and recognise that children need as many opportunities as possible to enrich and develop their musical knowledge. Music is monitored during the year ensuring all children are making good progress.

The Department for Education have published a guide for parents and young people on how they can get involved in Music in and out of school, and where to go for support beyond the school.

https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The_Power_of_Music_to_Change_Lives.pdf