

Music development plan summary: St Mary Abbots Primary School



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	Emily Rees
Name of local music hub	Tri Borough 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

At St Mary Abbots, we use the Charanga Primary Music Scheme across the school.

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 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 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-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
- 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.

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, 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. The children 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 are given a chance for collaboration through composition.

Lesson Delivery – Within each music session there are the following elements:

- Listening and Appraising
 - Musical Activities
 - Warm-up Games
 - Optional Flexible Games
 - Singing
 - Playing instruments
 - Improvisation
 - Composition
 - Performing

Charanga's 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 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).

This half termly (6-step) focus-based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play. All the musical learning is focussed around nursery rhymes and action songs. Each Unit of Work is supported by weekly lesson plans and assessment and has a cross curricular/ topic-based focus and a musical focus that allows teachers to engage the children in activities related to the developmental events taking place in their changing lives.

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.' In each Key Stage 2 year group there are many opportunities for whole class instrument playing e.g. in Year 3 the children learn to play the Glockenspiel and the recorder.

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

SEND - We 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 enables all pupils to achieve and succeed in music.

Assessment – We use on-going Assessment for Learning (AfL) practices within class and group sessions. Teachers share the Learning Intention and Success Criteria at the start of the lesson and will use self-assessment, peer assessment and teacher assessment to identify the understanding, outcomes and progress of all pupils.

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

- large percussion instruments
- selections of instruments from other cultures
- xylophones & glockenspiels
- keyboards & two pianos
- Songbooks and Christmas production packs
- CDs
- music stands
- recorders
- drums
- guitars
- ukuleles

Part B: Co-curricular music

We offer extracurricular activities including 1:1 or small group peripatetic music lessons for piano, guitar, violin and trumpet, which also provide children with experience of making music. An increasing proportion of pupils are involved.

Part C: Musical experiences

In addition to planned curriculum time for music, children 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.

Each week we hold a whole school singing assembly where children practise hymns that will then be sung in our Eucharist service on a Thursday.

Across all key stages, children have a range of opportunities to perform such as Christmas plays and Nativities, Year 6 Summer production, and the TBMH Christmas festival.

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

Children who play instruments within the school have the opportunity to take part in a recital performance to their parents.

Children are given the opportunity to see a range of musical performances during their time at SMA such as an opera performance, pantomime performances and Key Stage 1 have had the opportunity to visit Wigmore Hall to watch a variety of musical performances.

At SMA children have been provided with enrichment workshops such as Gamelan where children play a vibrant, traditional piece of Indonesian gamelan music.

In the future

In future years, our Music Development Plan aims to achieve the following:

- Ensure music is being taught consistently throughout each year group, including playing instruments.
- CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery of lessons.
- Performance opportunities – broaden the range of performance opportunities for children to see.
- Give children the chance to perform to a high standard, the chance to perform at borough level and signpost parents to these opportunities.