

# Music development plan summary: Bradshaw Primary School

## Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	August 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Amy Morgan
Name of local music hub	Accent Music Education 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

At Bradshaw Primary School, we use Charanga's English Model Music Scheme across the school. This scheme supports all the requirements of the National Curriculum: listening, singing, playing, composing, improvising and performing.

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.

At Bradshaw, we share Charanga's belief that music is fundamental to our humanity and civilization. Every child deserves the opportunity to engage with music of all styles and from all cultures, in order to develop their own musical journey.

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.

Within every unit for every year group, children will listen, sing, move, play instruments, improvise and/or compose, and perform a wide variety of songs in many styles. With a focus on teaching about the elements of music through songs, children will continue to develop their knowledge and skills related to these foundational building blocks of music.

With each unit centred around an age-appropriate Social Question and Musical Spotlight, children are encouraged to think deeply about the world, their communities, and their relationships with others. We encourage children to engage with and inquire into the broader role music plays or enjoys in our lives and society.

Charanga's Primary's Music scheme which has been designed as a spiral curriculum.

The spiral design of this scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of the six school years. More specifically, musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

This spiralled approach leads to more secure, deeper learning and musical mastery, enabling children to develop their knowledge and understanding of music as it relates to culture and their world experiences both in and outside of school.

So, to support intense and rapid learning, the musical activities are designed in one of two ways:

1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.
2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.

**Implementation** - In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school.

Clearly sequenced lessons and units support the areas of the National Curriculum for Music: listening, singing, playing composing, improvising and performing. There are opportunities for end-of-unit and end-of-year assessment.

There is a Key Learning document for each year group. This document provides key learning and outcomes, including 'I Can' statements for each musical activity. These

represent the expected standard of musical learning that will build through each unit for the year. There is often more than one statement, and these can be used over time/if the children are working beyond expected outcomes.

Each unit involves a variety of musical activities, centred around given songs:

- Understanding Music
- Listen and Respond
- Learn to Sing the Song
- Play Your Instruments with the Song
- Improvise with the Song
- Composition - Compose with the Song, Create a Graphic Score (KS1) Compose with a Theme, Music Notepad, Quickbeats (KS2 only)
- Perform the Song

For each of the musical activities listed above, there are associated knowledge and skills and key learning and outcomes - what the children will learn and what the children will understand/know/demonstrate.

**Unit Delivery** – Within each unit there will be the following elements:

Baseline Quiz (Unit 1 in each year only)

Activity 1: Musicianship Options: 1a. Understanding Music 1b. Improvise Together

Activity 2: Listen and Respond

Activity 3: Learn to Sing the Song

Activity 4: Play your Instruments with the Song

Activity 5: Composing and Improvising (KS1: Improvise with the song, Compose with the Song, Create a Graphic Score KS2: All of the above, as well as Compose with a Theme, Quickbeats and Music Notepad)

Activity 6: Perform the Song End-of-unit/year Quiz

As mentioned before, lesson material for each year group is organised into six units. Over the course of each unit, children are introduced to new songs. The musical learning related to each song is incorporated into a variety of lesson activities. Simply put, children don't just learn to sing songs – they learn about all aspects of each song, including its historical connections, narrative, related music theory, cultural context and style.

With a performance goal associated with every weekly lesson, children work through a series of musical activities where they acquire new – and enrich existing – musical knowledge and understandings. As lessons progress through each unit and year

group, musical skills and understandings are continually reinforced, allowing for deeper learning.

**Music in EYFS** - In the Early Years Foundation Stage (EYFS), music is an important part of a child's development and is embedded in the area of Expressive Arts and Design.

Musical experiences in Reception are often playful, hands-on, and integrated into daily routines and activities. The focus is on developing creativity, confidence, and a love for music.

Children in Reception listen to a variety of music from different genres, cultures and traditions. They respond physically to music through movement, dancing, or simple actions. They learn to express how music makes them feel or what it reminds them of.

Children explore sounds, using instruments and everyday objects to explore different sounds. They begin to learn how to distinguish between loud/soft, fast/slow, high/low sounds and explore how sounds can be changed (e.g., shaking harder, tapping softer).

Children in Reception sing simple songs and rhymes from memory. They experiment with their voices (e.g., making animal sounds, echo games) and begin to develop pitch, rhythm, and melody through repetition and play. They clap and tap simple rhythms and move in time to music (marching, stomping, skipping). Children begin to understand steady beat and patterns in music.

Children's creativity is fostered through making up their own songs or sound patterns. They have opportunities to use music to enhance role-play and storytelling and begin to explore how music can represent ideas, emotions, or characters.

**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 glockenspiels throughout the school, in order that children can become experts in playing, improvisation and composition through this familiar instrument. The reading of musical notation using this familiar instrument alongside music technology is given high priority.

From September 2024, we will be using an expert music teacher to deliver a unit of work to our Year 6 class, who will be taught a whole class instrumental programme for guitars. As a class, Year 5 are also taught the guitar. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. Finally, our Year 4 class will be introduced to guitars and learn the basics of reading music and composing their own simple songs.

There will be opportunities throughout the year for the children to showcase their talents and perform for parents' and other classes within school.

**Knowledge organisers** - Knowledge organisers provide a summary of our intent for each unit of learning. They detail the vocabulary that children will learn, alongside some key sticky knowledge.

**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);
- Adapting physical and written 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.

Charanga supports children with additional needs through a variety of tailored resources. The Anyone Can Play Scheme offers progressive units to build confidence in music teaching, while CREATE uses iPads for music technology lessons across the SEND spectrum. The SEND Resource Library provides bespoke versions of popular resources, and Signed Songs offer videos with signs to communicate the repertoire's words and meaning. Additionally, OHMI Fingering Charts support one-handed instrument players. These flexible resources can be combined to create a bespoke scheme that meets the specific needs of our setting.

**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.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

At the end of the year, the 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 against our foundation subject assessment trackers.

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

### **Resources –**

There is a central store of:

- large percussion instruments
- selections of instruments from other cultures
- A class set of glockenspiels
- keyboards & piano
- Music Express scheme books
- Songbooks and Christmas Production packs
- CDs
- music stands
- a selection of drums
- a class set of guitars

## **Part B: Extra-curricular Music & Enrichment**

At Bradshaw Primary School we offer a diverse range of extra-curricular music and enrichment activities designed to enhance pupils' educational experience. The music programme includes various clubs and activities where pupils can explore their musical talents and develop new skills. Enrichment activities extend beyond music, encompassing trips, residentials, and leadership roles that foster personal growth and community engagement. The school's unique Challenge Awards celebrate pupils' achievements outside the curriculum, encouraging them to pursue interests and skills in a supportive environment. As a school we are committed to providing a stimulating and inclusive atmosphere where pupils can thrive academically and personally.

In the upcoming academic year we will offer extracurricular activities including singing as part of a school choir or small group music lesson for guitars which also provide children with experience of making music.

## Part C: Musical experiences

This 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.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes involving the whole school and sometimes individually, which occur throughout the school year and contribute to the overall planning and time allocation for music. Singing Assemblies are a weekly highlight, and Autumn term rehearsals for our Harvest Festival, Nativity, and Carol Concert ensure children develop their singing to a very high standard. These performance opportunities are a highlight of our school year.

Throughout the year, our EYFS team incorporates musical elements into their Mother's Day assembly and Christmas performance. KS1 pupils perform a musical nativity, while KS2 pupils have the opportunity to participate in our summer musical production. We offer children the chance to join our school choir, which performs in the local community and as part of the Young Voices Choir. Additionally, small-scale performances take place in the community, building on existing school links through events such as the Harvest Festival, Singing around the Tree, Easter service, learning showcases, and guitar performances.

Across all key stages, children have a range of opportunities to experience live musical theatre performances. Visitors are also used to enhance the music curriculum where appropriate, such as Year 4/5/6 guitar lessons and assemblies, which have been enjoyed by all and have promoted the take-up of guitar lessons within school. EYFS and KS1 children perform capably at the annual Christmas musical production. Opportunities for musical experiences are integrated into other subjects, enabling children to apply and use music in real-life and academic contexts, such as Jigsaw PSHE & PE. The overall provision is diverse, valuing all musical styles, genres, and traditions equally. This is reflected in the clubs and enrichment programme, drawing on the skills, talents, and interests of staff

## In the future

- Curriculum review, CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery of curriculum music, specifically with regard to the newly chosen music scheme. Musical engagement with feeder secondary schools – Continue to work with Sir Thomas Boteler by having their music lead come into school and visit their yearly performance. We will look to expand this further by reaching out to our other feeder secondary schools to build closer ties.

- Fundraising – proactively try to find additional funding for music (e.g. PTFA, fundraising in school from performances etc.)

### **Further information (optional)**

Collaboration – we will seek to work closely with other schools in our Multi-Academy Trust to ensure we share best practice and quality first teaching.

CPD – We value the importance of quality first teaching 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.

Explore school band/ensemble capacity with the new leadership team.