

# Music development plan summary: Burtonwood 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	Tom Nightingale
Name of local music hub	Sound! 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

At Burtonwood Primary School, we use Kapow'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 Burtonwood, we share Kapow'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 and tunes in many styles. With a focus on teaching about the elements of music through songs from around the world, 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 musical exploration, 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. This is through the mediums of classical, popular and music influenced by nature.

Kapow'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 begin by recapping previous learning, in order to embed and rehearse key musical skills and knowledge.
2. The activities can be a repeat of previous musical skills but have different context, 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 and lesson. 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 different themes including:

- Understanding music
- Listen and respond to music
- Learn to sing and/ or perform music
- Play Your Instruments
- Improvise with song and performance
- Learning percussion
- Perform a song or tune
- Recognising the cultural significance of music

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:

- **Listening and evaluating** – expressing musical preferences; exploring the impact of musical ideas; understanding how effects are created by combining musical elements.
- **Creating sound** – exploring the children's vocal skills; developing skills to manipulate sounds on a range of instruments.
- **Notation** – recognising the basics of musical notation; reading simple rhythmic patterns; developing the foundational knowledge of how staff and graphic notations can communicate music.
- **Improvising and composing** – creating and refining the children's own music through improvisation and notation; experimenting with styles and features; employing musical concepts to add interest.
- **Performing** – using voices expressively; developing instrumental control and expression; performing as part of a group.

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 themes and music from different cultural backgrounds. 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 or musical piece, 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 on guitars and keyboards, with Year 4 and Year 6 completing guitars for three half terms each, and Years 3 and Year 5 learning to play the keyboard throughout the school, in order that children can become experts in playing, improvisation and composition through this familiar instrument. By revisiting a musical instrument within Key Stage 2, the children have the opportunity to revisit,

develop and embed the skills taught previously. The reading of musical notation using this familiar instrument alongside music technology is given high priority.

We will be using an expert music teacher to deliver these lessons. There will be opportunities throughout the year for the children to showcase their talents and perform for parents' and other classes within school. This will be an opportunity to demonstrate the skills they have learnt during these sessions.

**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.

Kapow supports children with additional needs through a variety of tailored resources. Each unit of work offers ways in which the resources can be adapted to support children with additional needs. Due to the nature of music, children who may struggle academically often thrive in the practising and performance of music. The use of iPads can support children to create their own compositions, and children who struggle to perform due to fine motor needs, can be supported in using larger instruments, such as a xylophone.

**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. These are detailed within each unit plan.

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 guitars
- A class set of keyboards
- Songbooks and Christmas Production packs
- CDs
- music stands
- a selection of drums
- a selection of percussion instruments

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

At Burtonwood Primary School we offer additional extra-curricular music and enrichment activities designed to enhance pupils' educational experience. The music programme includes the opportunity to expand the children's skills through additional guitar lessons, perform to music through our dance club and activities where pupils can explore their musical talents and develop new skills, such as during performances. Enrichment activities extend beyond music, encompassing trips, residential, and leadership roles that foster personal growth and community engagement, for example by performing within our local church. Our school also celebrates the achievements of children outside of school by highlighting success within our weekly newsletter. Children from Burtonwood have performed on national stages. 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. Our choir performs at the annual 'Young Voices' concert, as well as representing the school at events within the local community.

## 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 and Easter 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 the Key Stage 2 guitar and keyboard lessons and assemblies, which have been enjoyed by all and have promoted the take-up of additional 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 chosen music scheme. Musical engagement with feeder secondary schools – Continue to work with Great Sankey by having their music lead come into school and visit their performances. This relates to both specific shows and musical dance 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.) This will allow us to update and renew the musical instruments that we have available.
- We will look to promote organisations that promote music and dance participation within the local community, some of which are already attended by children from Burtonwood Primary School.
- Explore new clubs and organisations who can enhance the music provision within school.

## 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. Quality CPD resources are available through the Kapow resources for those teachers who are not musical experts.

Explore links to the local community to develop links with community members who have the skill and capacity to teach musical performance and singing.