EUXTON PRIMROSE HILL Primary School

"Together we will make a difference."

Subject Leader Report – MUSIC

Subject Leader – Miss Cheryl Pearson

Subject Overview:

Music should inspire children to achieve their best in a creative way; to develop confidence; and to develop their understanding of themselves. We believe that music plays an important role in the development of the whole child at Primrose Hill. We understand that music is vital to our aim of developing children's social, emotional and mental health and is intrinsic to a high-quality learning experience for all.

At Primrose, we encourage children from EYFS to Y6 to explore, consider, analyse and create ideas of how to improve themselves both in and beyond lessons. Every task or project expects children to consider their own thoughts or responses. This happens in lessons and in extra-curricular activities, and also can involve projects outside of the classroom including outside workshops, visits or master-classes.

Music has many cross curricular links, including History, Geography, PSHE, SMSC and also through British Values.

Children will:

Respond and reflect on different genres and styles of music
Be able to explore the emotions listening and playing music can provoke
Use imagination when performing and composing
Respect others through group work
Have respect for all genres of music
Explore moral issues in music though the style of music history and listening
Experience, perform and compose in different sized groups
Take part in school concerts and plays
Perform outside of the school environment and interact with a variety of people
Be able to give feedback to others on the music they compose or perform
Have an appreciation of a wide variety of music from around the world and the UK
Have respect for a diversity of music through studying different styles of music (multi-cultural)
Understand the different musical heritages of the music they perform and listen to
Have the opportunity to go to the theatre or a concert

At Primrose Hill, we are truly committed to ensuring that pupils have both respect for and understanding of different faiths, cultures and lifestyles. Because the demographic at Primrose Hill is predominantly white British, we work hard to make sure children listen to and appreciate a wide variety of music from different countries and cultures. We know that it our responsibility to prepare children to take their place successfully in modern British Society and so in music we ensure that we are respectful when listening to different musical styles. Assembly music is planned alongside the assembly themes, to celebrate and reflect the type of society we live in as British citizens. Some staff use classroom music to enhance children's understanding of a range of musical genres. Staff are also encouraged to select classroom music/Musicians of the week to enhance the learning environment. One assembly a week will have additional music at the beginning and end.

Across the world, Britain is often recognised as having one of the most diverse and multi-cultural societies where people of all ethnicities, social and religious backgrounds live side-by-side in peace and through appreciating music we can begin to demonstrate tolerance and freedom of expression. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school and central to our vision of "Together we will make a difference".

Curriculum Mapping Rationale

In Music we have adapted our scheme across EYFS to Y6 over the last 12 months to now be fully in line with the Charanga units. Charanga's strength is that it ensures the build-up of knowledge across the key stages and therefore this will mean that musical elements not fully grasped will be covered within the following year's units.

Following the publication of the Model Music Curriculum in March 2021. Charanga units are now fully aligned with the Model Curriculum, but higher-level skills will need to be embedded before the model music curriculum is rolled out fully across school. Therefore, we have fully embedded the Model Music Curriculum Teaching in KS1.

Music provision in EYFS is planned as part of Expressive Arts and Design. These weekly Charanga music lessons are also supported by a music area in continuous provision. A dedicated area within outdoor play is set aside for music, and children experiment with sound making through play. Highly effective practitioners use the outdoor area to develop children's artistic awareness and this access to music making through continuous provision also supports the development of children's imagination and creativity. The 2020 Development Matters Guidance is used to plan for opportunities such as listening attentively to a range of musical styles and genres, watch performances from musicians and other forms of performance art and sing in group or on their own and with a focus on pitch and melody. They also use weekly sessions from Charanga to support learning.

We are fortunate at Primrose Hill to have teachers and support staff who feel confident or are developing their skills in their teaching of music, and HLTAs and specialist teachers are able to incorporate their own ideas into lessons. Music is mainly taught by Teachers and HLTA (PPA cover), with Music specialists delivering the music curriculum for Year 4 (Brass) through WCIT Lancashire Music Service. Music is regularly used to compliment learning in other areas of the curriculum. In addition, children also sing within KS1 and KS2 singing assemblies.

Planning will follow the format of - Listening and Appraising; Musical Activities - creating and exploring; and Singing/playing and Performing. We have made a decision to use Model Music Curriculum Charanga resources to support the teaching of music (Y1, Y2,) and then Charanga Original Scheme (Y3,Y4, Y5,Y6) as this is fully linked to the Music Programme of Study (including ensuring it reflects the multi-cultural country in which we live). The units are planned according to the musical elements which are key to high quality music teaching.

The Progression of Core Knowledge is Central to the Charanga Units, within both the Original and Model Music Schemes. Some adaptations to core knowledge are needed for some pupils who may not be able to master this, and as such adaptive methods are used including support where needed. Vocabulary in Music is also built into the planning.

Assessment:

In class, the teachers themselves use ongoing assessments to monitor the progress of individual children and adapt aspects of lessons to suit the needs of different abilities. Throughout all units, pupils are assessed against the key knowledge and skills taught using "in the moment" constant formative assessment to respond to learner's needs. This wealth of assessment information enables teachers to make judgements against National Curriculum standards.

Standards are reported on end of year reports using GDS, EXS and WTS assessments.

Children who are particularly talented in Music have the opportunity to join Individual and Small Group Peripatetic teaching in KS2 and school choir in KS2 and through these clubs have the opportunity to be involved in a wide variety of events within the local community.

Whilst termly data gives a snapshot of attainment and progress, standards in music continue to be monitored in a variety of ways. Governors are well informed of standards through Governor teams, who meet with the subject leader. They are also regularly informed through Annual Impact Reports to Governors, School Development Planning and reviews. Next step priorities are highlighted in Subject Development Plans and Budget bids.

The curriculum allows opportunities for pupils to develop the skills, knowledge and understanding when using their pupil voice. The subject leader finds out pupils' opinions about the teaching of Music and the content covered

through interviewing selected pupils. The subject leader acts upon the comments and suggestions of pupils wherever possible.

Enrichment Opportunities:

At Primrose Hill Primary School we believe that enrichment is the key to developing exciting, relevant and meaningful learning opportunities. Each year, a series of visits and visitors are planned to enhance the children's knowledge and cultural capital. Evidence is collected by the individual music teachers in the form of photographs and video recordings and is often stored in Showbie.

Year Group	Enrichment Opportunity
Reception	Reception Children watched a musical show performed by Runshaw college and They perform songs as part of the school EYFS Nativity.
Year 1 	Year 1 children used glockenspiels as part of their lessons. They go to the pantomime at Christmas and perform at Christmas, singing songs in Ensemble.
Year 2  	Year 2 go to Pantomime at Christmas. They use glocks and Garage Band as part of their lessons They watch KS2 concerts as part of school cycle. Children sometimes sing solo, or as part of a small group in the school Y1/Y2 Nativity. All children form the choir for the Nativity.
Year 3	Peripatetic music starts for children on a range of instruments across KS2, including Strings, Brass, keyboard, woodwind and Guitar. Go to School Theatre visit for Christmas, which often includes songs and appreciation of music. Singing as part of Christmas Concert (Y3/Y4)
Year 4  	Go to School Theatre visit for Christmas, which often includes songs and appreciation of music. Wider Opportunities music for Year 4 (Brass) and they perform for parents Opportunities for Peri Music continue as required. Some children signposted to lessons, after brass lessons in Year 4 Singing as part of Christmas Concert (Y3/Y4)
Year 5	Higher achieving pupils can continue with Brass lessons across Year 5 and Year 6 and are invited to attend either 1to1 or small group additional teaching. Choral singing in parts begins, both within School Christmas Carol Concert and (for some children) as part of the school choir. Attend Theatre for Christmas, which often includes songs and musical performance. Opportunities for Peri Music continue as required.
Year 6	Choral singing in parts strengthens, both within School Christmas Carol Concert and (for some children) as part of the school choir. Opportunities for Peri Music continue as required. Some children undertake external examinations (Grades)

Choir 	Attend Theatre for Christmas, which often includes songs and musical performance.

Other enrichment activities in the past have included, Musical Workshop days and Specialist Music Teacher Workshops.

We have a wide range of tuned/un-tuned percussion instruments. These instruments are regularly used throughout the whole-school in class music lessons and extra-curricular clubs.

We have an active and successful school choir for Year 5 and Year 6 with no auditions.

Out of school clubs have over the years supported learning in the classroom and encourage children to appreciate a variety of styles of music – This year the focus is for, Y1/Y2 singing and signing and Y5/Y6 Choir.

There are now many opportunities for children to access individual or small group teaching through the Lancashire Music Service. Uptake of this has been good, with guitar, brass and keyboard lessons to support the curriculum.

Opportunities for children to learn Guitar on 1-1 or in small groups from Year 1 onwards.

Music in the form of singing is also always used to support the teaching of subjects eg Maths and Phonics in KS1 and also as part of daily routines and expectations.

Review of Previous Subject Development Plan 2024-2025

Target	Impacts and Achievements
To re-establish links with feeder Secondary schools	Community focus at St Michael's and links with School Governor established
To consider the impact of WCIT on more able pupils as they move into Years 5 and 6	Children are signposted to lessons in Year 5 and Year 6. This will help to maintain the numbers of children learning on brass instruments in KS2.
To consider the variety of music for EYFS	Parental questionnaire returned only two people who would be happy to come into school. Large Community Concert idea cancelled.
Consider restart of Endangered instrument sessions in Year 3. Fact Finding/Space/Impact on Learning	Roll forward Discussion with SLT and School Business Manager and begin feasibility study.

Staff training 2024-2025:

Staff CPD Undertaken and by Who?	IMPACT
The Subject Leader has had the opportunity to work alongside the Music Support Service to audit	Reports show that music is developing well, and that targets set for SDP are appropriate to the development stage of the subject.

current provision and leadership of the subject.	

Current Targets for Subject Development Plan 2025-2026 :

Target	Steps to Achieve Target
Monitoring subject through Pupil Interviews	Use release time to audit provision through Pupil interviews
WCIT performances for Y4 Brass	Develop links with new WCIT teacher and ensure school performances can take place.
Community Concert	Develop all peri music into a full concert in the hall. Include Choir and signing groups, and WCIT performances for Y4 Brass

Cheryl Pearson

October 2025