

# Music development plan summary: Mountford Manor Primary School

## Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2024
Date this summary will be reviewed	March 2026
Name of the school music lead	Lorna Barratt-Thorne
Name of school leadership team member with responsibility for music (if different)	Robyn Allford
Name of local music hub	Swindon Music Service
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.

At Mountford Manor Primary School, we believe that every child has potential in all areas of a broad and balanced curriculum. We have children who are talented in different areas of the curriculum who don't always get the opportunity to develop these talents, due to the demographics of the community that we serve. Due to this we have carefully crafted our curriculum around these 5 Golden Threads to enable every child to thrive.



We have carefully chosen our Golden Threads because they are unique to our school context and setting.

### **Our Intent for our Music Curriculum:**

At Mountford Manor, we intend music to be taught as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We intend our music curriculum to be a way of celebrating our diverse school community. Music forms part of our creative curriculum and equips children to be able to listen, appraise, compose and perform with or without the use of instruments.

Our Golden Threads underpin our curriculum intent enabling our children to achieve the following in Music:

- To be curious about different music genres and how they are composed and performed
- To learn how to play a range of tuned and untuned instruments
- Use our school values to work cooperatively and persevere when activities challenge them
- To make connections in their learning and to know more, remember more and do more each year, leading to academic success and enjoyment in music
- Develop skills in order to acquire, apply and transfer their knowledge in other areas of the curriculum and beyond

### **Implementation:**

The National Curriculum is the starting point of our curriculum design. It has been used to drive our curriculum design, in order to ensure the aims of the National Curriculum are met, and it has been used to inform the choices we have made about the content that we teach.

At Mountford Manor we follow the **Charanga Music Programme** which offers a comprehensive, carefully designed and sequenced scheme of work which brings consistency and progression to our children's learning in Music

### **The Teaching and Learning of Music:**

At Mountford Manor we allocate approximately one hour to music each week in order to teach the music knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways: assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. Class teachers and Teaching Assistants deliver the weekly lessons to their own classes.

At Mountford Manor, we approach teaching and learning of music through 6 Key Principles.

These 6 principles are key to effective teaching but by its very nature, teaching is a creative profession so there is no prescribed formula for the way they are implemented in the classroom.

These 6 Key Principles are;

#### **1. CHALLENGE**

With the mastery learning model, rather than prejudging potential outcomes and stifling expectations by setting a host of differentiated learning objectives, there is a single challenging learning objective (Challenge for all). Staff are expected to consider what each individual student needs to achieve it and adjust their lesson accordingly.

All students may have different starting points but should aspire to the learning objective and a teacher should tailor and adapt their teaching;

- focused questioning;
- adult/ peer help with starting their sentences;
- Modelled and worked examples
- Manipulatives and practical apparatus to support learning

It is about equity of opportunity, not all getting exactly the same to reach the objective. The aim is to keep students in the challenge zone.

#### **2. EXPLANATION**

Three key principles should guide explanations:

1. Plan in to schemes of learning how to link to and build on something already known. a. Begin each lesson with a short review of previous learning (Rosenshine, 2012)
2. Allow for the limitations of the working memory when asking students to take on board new information, giving instructions, asking them to sort key bits of information etc. a. Present new information in small steps with student practice after each step (Rosenshine, 2012)
3. Where possible try to make the abstract concrete – think about and plan, how to make abstract ideas make sense:

- a. Drawing diagrams; demonstrations; sharing and discussing images; taking the learning outside etc.
- b. Provide scaffolds for difficult tasks (Rosenshine, 2012)
- c. Direct explicit instruction (Kirschner, Sweller, Clarke, 2006)

### **3. MODELLING**

Explain the key ideas, then model how to do it / what to do with it. This falls in to two main categories:

1. Model the creation of products/procedures. For example: write an essay, show them how to do it. Write it out on the board and discuss how/why you are doing each step as you go. Question them on what is being done. Explain, out loud, thought processes. If mistakes are made, point them out.
2. Deconstruct expert examples and use worked examples – have an excellent finished product and share it, discuss why it is good.

### **4. PRACTICE**

Plan in time, during the lesson and over a series of lessons, for students to practice using new knowledge and skills. Consider the type of practice and its purpose:

1. Practice for fluency and long-term retention – repeating things in order to master them; coming back to things in subsequent lessons etc.
2. Deliberate 'intelligent' practice at the outer reaches of ability – allowing students to make connections and see patterns. Practising at the outer reaches of ability means students will have to layer skills and use them with agility.
  - a. Guide student practice (Rosenshine, 2012)
  - b. Require and monitor independent practice (Rosenshine, 2012)

### **5. FEEDBACK**

Plan in how you will give feedback during/after lessons and – for this feedback to be meaningful -how you will allow students to respond this feedback. Feedback is a two way process and the teacher should use the students' feedback to inform future planning.

Moreover, it is our goal to nurture independent and agile learners who have the skills to be successful in an increasingly globalised and rapidly changing world. To achieve this, we must equip students to be critical and reflective learners in their own right by 'learning how to learn'. Students need to be engaged in their own learning, be part of the creation of their 'next steps' and have the opportunity to assess their own work and that of their peers in a meaningful and useful manner.

1. Engage students in weekly and monthly review (Rosenshine, 2012)
2. Guide student practice

### **6. QUESTIONING**

Some questions can be planned for but some should be responsive to what is happening in the lesson. When considering planned questions, they should be to:

1. Check for understanding – i.e. hinge questions that students should be able to answer at a certain point in the lesson, before they move on. a. Ask a large number of questions and check the responses of all students, b. Check for understanding (Rosenshine, 2012)
2. Provoke deeper thinking
3. Increase the ratio of participation and thinking of all students

### **Inclusion and the music Curriculum**

When teaching at Mountford Manor, staff are aware of children's individual needs and how to best scaffold teaching and learning, to enable access for all. Teachers consider; a range of resources, classroom organisation and management strategies to ensure optimal access for all learners, including those with physical and learning needs. Teachers have access to specialist support for advice on target setting and assessment. All SEND pupils are identified (through the Swindon Core Standards paperwork and on the Mountford Manor' SEND register).

### **Impact:**

Music is timetabled weekly across the school so that all children have regular access to music lessons as part of a broad and balanced curriculum offer. Assemblies are also used as additional time where children learn songs and practise singing.

Our intended impact is that by the time our children leave our school, they will have developed:

- Their own opinions of different music genres and how they are composed and performed.
- To have challenged themselves to create and perform different genres of music
- Develop skills in order to acquire, apply and transfer their knowledge across different musical instruments and genres
- An appreciation for music and how it makes us feel and how it represents different cultures across the world

Continuous assessment for learning takes place through observations, pupil conferencing and evaluation of learning. Teachers use these formative assessments to inform future lessons; ensuring children are supported and challenged appropriately.

Our music curriculum is published on our school website and can be accessed here: [Music-curriculum](#)

### Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Our school works in partnership with the Swindon Music Service to provide pupils with additional whole class lessons. Year 5 children are currently learning to play the guitar after previously learning the ukulele. The year 1 and 2 children are learning to play the African drums with a qualified music teacher to support their ability to keep a beat and rhythm as they will then go on to learn a tuned instrument in Key Stage 2.

Assembly time is also set aside on a weekly basis for singing. Children are introduced to new songs and enjoying practicing, rehearsing and performing together.

Performances and productions across the school: Early Years Nativity plays, Year 6 musical production, Worldvision contests

### 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.

- Weekly singing assemblies
- Values linked to music and musicals
- School choir
- Singing in a large choir with other primary schools in our area at singing festivals
- Opportunities to listen to 'live' music
- Singing in the community (eg. at care homes....)

### In the future

This is about what the school is planning for subsequent years.

- Plan additional opportunities for children to engage in musical events
- Look at any potential peripatetic teachers that we could facilitate lessons within school for some children to expand on their musical knowledge and skills in playing instruments
- Potential trips for children to see musicals or live music in the theatre

### Further information (optional)

Swindon Music Service.

The Platform,  
Faringdon Road  
Swindon  
SN1 5BJ

[Swindon Music Service \(smscio.org\)](http://smscio.org)