

# Music development plan summary: *Strike Lane Primary School*

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	June 2024
Date this summary will be reviewed	June 2025
Name of the school music lead	Stephen Denton
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Lancashire 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

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.

In EYFS the main focus is singing and rhythm, although there are opportunities to explore instruments through some music lessons and continuous provision. In EYFS there is one short discrete music lesson which increases in length throughout the year. In addition, singing takes place throughout the school day, often linked to other learning opportunities, such as the singing of number rhymes. All our pupils are taught to listen attentively, move to and talk about music, expressing their feelings and responses; sing in a group or on their own, increasingly matching the pitch and following the melody; they explore and engage in music making and dance, performing solo or in groups.

Our music curriculum is taught through Charanga in KS1 and KS2, we teach all aspects of National Curriculum music and adhere to the recommendations in the Model Music Curriculum 2021.

Curriculum music in our school is taught for at least one hour each week in KS1 and KS2; this includes a 45 minute weekly music lesson plus 40 minutes of singing opportunities throughout the week during assemblies etc.

In EYFS, KS1 and KS2, every music lesson in our school will include the teaching of singing and opportunities for listening/appraising. In EYFS/KS1, each lesson will also include a focus on rhythm and beat. In addition, music lessons will either have a focus on playing (including formal music notation, especially in KS2) or improvising or composing; sometimes a combination. These elements may be taught using music technology, particularly Garage Band in KS2. All children have 1:1 iPads which enables them to use garage band independently.

In KS2, there will be a balance of playing, improvising and composition across the year; some music MTP units focus on one element more than another. In KS1, there is less focus on playing and a greater focus on pulse/beat, rhythm and pitch etc. (musicianship) in line with the Model Music Curriculum. However, there is still a focus on improvisation and composition in KS1.

Our music medium term plans (on our school website – <https://strikelane.lancs.sch.uk/wp-content/uploads/2023/07/Music-Curriculum-Progression-Map-2023-24.docx>) detail how we teach music each half term and ensure that we teach age appropriate singing, listening, performing, reading notation, music technology, improvising and composing. Our medium term plans follow the recommendations of the Model Music Curriculum 2014.

In our MTPs we learn about and explore music from a range of different genres and cultures (for example, jazz, reggae, folk, South African, Motown, blues, hip-hop, rock, rap, pop).

Singing is a strength of the school. Children sing in curriculum music, in assemblies and in end of term performances and at community events. Children sing songs recommended in the Model Music Curriculum.

‘Out of the Ark’ and ‘Musical Productions’ provide a good support for musical performances across the school. EYFS/KS1 in the Autumn term, year 3/4 and 5 in the Spring term and Year 6 in the Summer term.

All pupils in KS1 and KS2 have access to whole-class instrument lessons using glockenspiels or virtual instruments on their iPads. These lessons are taught by class teachers and monitored by the music subject lead who has musical experience. The Charanga music scheme is used to support the whole class teaching of glockenspiels.

All children experience and are encouraged to develop their use of Music Technology through our computing curriculum which includes embedding musical audio files and content into presentations or iMovies. Music Technology is embedded in to the music curriculum in Year 4, 5 and 6 through the use of the Garage Band app on iPads.

Currently, all children have access to an individual iPad and the majority of KS2 children take their iPads home to continue learning as part of our iPad scheme.

All pupil premium children are fully engaged with curriculum music. All SEN pupils have been able to fully access curriculum music.

## **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.

All our pupils sing tunefully and with confidence in lessons and assemblies. We use singing to help 'sticky' learning in other subjects through, for example, songs which link to our history topic, songs which help us to learn the names of the oceans and/or continents in geography.

A singing group/choir led by a member of staff meet to sing/practise once a week. Children perform in church and in the community (for example in the Methodist Church in Freckleton for Christingle).

A private piano teacher delivers individual piano lessons to a number of upper KS2 children once a week (paid for by parents).

Pupils perform in a production at least seven times during primary school. EYFS/ KS1 Nativity (involved in three Nativity plays); Y3/4/5 production (involved in 3 productions); Y6 leavers production (involving Y6).

## **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.

Every whole school assembly, the children are encouraged to join in with singing a varied mix of popular songs with relevant ambience or mood to suit the assembly or message being delivered. This is from a range of time periods, styles and cultures. Pupils perform in a production at least seven times during primary school. EYFS/ KS1 Nativity (involved in three Nativity plays); Y3/4/5 production (involved in 3 productions); Y6 leavers production (involving Y6) and the leavers assembly. All children visit

Lowther Pavilion annually to watch a performance of a pantomime which involves live music and audience participation.

In partnership with PE, we realise the importance of dance and moving expressively to music. Dance is taught as part of our PE curriculum to a range of different musical styles. Specialist dance teachers (eg. Cheerleading). There are a range of extra-curricular clubs which are on a rotational basis throughout the school year. These clubs are run by school staff (non-specialist teachers on a voluntary basis) and provide children with opportunities to experience different music styles, instruments and dances.

Parents are charged for the ticket to the pantomime, and the PTFA pay for transport for all pupils.

## **In the future**

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

Our school aims to enhance the future of our music curriculum in several ways. We plan to invite more musicians to perform for the children, providing them with live musical experiences. Additionally, we would like to increase the number of private tutors available for a variety of instruments, following the success seen with piano. We would also like to organize more concerts and celebrations within school, allowing children frequent opportunities to showcase their talents. Celebrating school achievements within assemblies is also a priority, allowing us to recognize and appreciate our children's musical accomplishments. We would also like to improve the range of instruments we have within school for our pupils.

## **Further information (optional)**

We have a high number of staff who are musically trained and therefore they can offer support to other staff members across the school.