

Music development plan summary: Buglawton Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	16/08/24
Date this summary will be reviewed	July 2025
Name of the school music lead	Mrs Sarah Masterson
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	The love music trust
Name of other music education organisation(s) (if partnership in place)	NA

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.

Curriculum – At Buglawton Primary, we use the Kapow Primary Music Scheme across the school.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). 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.

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.

We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in

order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Kapow Primary's Music scheme which has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose music.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Kapow Scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term. Music is taught as a discrete lesson usually lasting 60mins in KS1 and 30 mins in KS2.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The children are given opportunities to apply their skills and given a chance for collaboration through composition.

Knowledge organisers - Knowledge organisers provide a summary of our intent for each unit of learning. They detail the key tier 3 vocabulary that children will learn, alongside some key sticky knowledge.

Knowledge catchers – Knowledge catchers are used by pupils to record key knowledge taught in the lesson. These are referred back to during the course of the unit as a review of their previous learning.

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

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;
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing 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, visual prompts and scaffolding will enable all pupils to achieve and succeed in music.

Assessment - On-going Assessment for Learning (AfL) practices within class.

The last lesson in each unit is filmed to ensure teachers can assess the children's progress.

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 on our foundation subject assessment trackers.

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.

Music for life offers 1:1 or small group tuition for keyboard, violin and guitar through 'music for life'. These are weekly lessons that last for 30 minutes each and are available to pupils in KS1 and KS2.

Music for life also provides year 3 with whole-class tuition of violins during the summer term as part of their music curriculum. This is free of charge and pupils use music for life violins during the lessons.

We offer extracurricular activities including singing and playing the recorder. These groups meet weekly and are free of charge. These provide pupils with the opportunity to enjoy and perform music with confidence and enjoyment.

Small-scale performances take place in the community, building on existing school links e.g. Carols in the local church. The choir also perform at the nearby residential home Bradwell Court.

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 the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Across all key stages, children have a range of opportunities to experience live musical theatre performances. KS1 have a theatre company visit in school on the run up to Christmas while KS2 visit The New Vic to watch a musical performance.

Children in KS2 have also had the opportunity to visit the local opera house and help design sets, costumes and listen to an opera.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

In the future

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

CPD– plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery.

Pupil Premium - review the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision. (Support with purchasing instruments i.e. recorder in order to participate in recorder club).

Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend: Singfest, Spring Musical Concert for parents of the choir, recorder group and pupils taking 1:1 lessons from music for life. Class music performances, nativity, carol concert, leavers concert, harvest and Easter concerts for parents to attend.

Musical engagement with feeder high schools– meet with head of music at feeder high school and discuss links that can be made to support transition.