

Music development plan summary: Thursfield Primary School

Overview

Detail	Information
Academic year that this summary covers	24/25
Date this summary was published	02/09/24
Date this summary will be reviewed	03/03/25
Name of the school music lead	Mrs Helen Page
Name of local music hub	Entrust

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.

Music Vision

It is our vision that ALL children at Thursfield will;

- Experience and enjoy music from a variety of genres,
- Understand music and singing as a means of expression and communication,
- Learn to sing songs from a variety of genres,
- Make music and experiment with musical instruments,
- Begin to understand musical notation

At Thursfield, we follow the Charanga 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.

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

- Spiral: 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.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

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. Our music curriculum is informed by the model music curriculum (March 2021), which ensures that our students are offered all opportunities possible to sing and play an instrument during their lesson time. Pupils learn a variety of instruments during their time at Thursfield Primary including: glockenspiel, ukulele, recorder and other un-tuned percussion instruments. These instruments are taught through whole-class ensemble teaching in all year groups. This also includes a weekly singing assembly. We work closely with our local music hub, our trusts and other music leads– sharing ideas and good practice.

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 are given a chance for collaboration through composition.

Curriculum in EYFS

Music is taught in the specific area of Expressive Arts and Design.

In EYFS the children:

- Sing a range of well-known nursery rhymes and songs
- Build up a repertoire of songs and dances as we move through EYFS
- Use a range of musical instruments and explore the different sounds they make
- Name the instruments they are using
- Make patterns and rhythms with the instruments they are using
- Experiment with different ways of changing the sounds that instruments make.
- Perform songs, rhymes and poems and where appropriate try to move in time to the music

- Use the CHARANGA music scheme to learn new songs and the names of different artists and composers

SEND

Music is an extremely accessible subject for SEND pupils and our curriculum offers plentiful opportunities for SEND pupils to be included. We embrace the 'Rosenshine Principles of Learning' for all pupils including our children with Special Educational Needs and Disabilities (SEND). The delivery of the music curriculum involves the careful planning of lessons ensuring plenty of opportunities for the over learning of key facts and the mastery of key skills. We remove barriers to allow all pupils to achieve by producing 'Learning Passports' with our SEND children. These outline personal learning preferences and the reasonable adjustments which need to be made by school in order for each pupil to access the full music curriculum and to achieve the high expectations which are set for them.

Part B: Extra-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 offers peripatetic music lessons during school time run by Entrust, offering students the opportunity to learn guitar or piano. These can be individual or group lessons. The lessons are open to all pupils in Years 3-6. Parents sign-up for these via Arbor and pay a termly fee. This fee is subsidised for pupils eligible for free school meals.

Every year, Thursfield signs up for Young Voices, which has been very popular, with us taking around 25 -30 students from across year 4 -6 every year. This choir forms in September and rehearses weekly in preparation for the concert. Pupils take part in Young Voices free of charge – this is funded through the music yearly budget. This ensures that students from disadvantaged backgrounds are able to access the event.

Every year, each Key Stage rehearses and performs in a play or musical, providing them with the opportunity to perform in front of their peers, parents and carers. Budding musicians also have the opportunity to enter our yearly talent show – 'Thursfield's Got Talent'.

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.

This academic year we have booked the Young Voices concert for 2025. This experience also allows them to see other amazing and professional performers and musicians during the rehearsal and concert. Our pupils have sung alongside Heather Small and performed with MC Grammar in the past. All fees are paid for by the school for Young voices with no charges to pupils and parents. It is an experience open to all levels of singers in years 4-6. They have the opportunity to perform in front of a huge audience and be part of the largest choir in the UK.

In December, we are taking a group of children to sing for the community at the local hospital.

At Christmas one of our trips is to the local theatre to watch a production and these experiences enable the students to see professional singers and musicians perform on stage, inspiring them through the performance and deepening their understanding of the music curriculum.

We have an annual visit from Key Strings who provide separate musical experiences for Key Stage 1 and Key Stage 2. This allows the children to see professional musicians perform as well as introducing them to musical vocabulary. The children get to see the instruments and some of the children have the opportunity to play them.

In the future

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

CPD and capacity planning – plan CPD for classroom teachers to increase confidence in teaching music lessons.

Links with external music organisations – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and providing an opportunity to see a live concert.

Performance opportunities (within school and the CLPT) – broaden the range of performance opportunities for children in school and beyond for parents to attend.

Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary school for transition.

2024-2025- The use of 'pupil book study' (Alex Bedford 2021) to analyse the teaching and learning of music across the curriculum, spotlighting areas of strength and focusing on actions for change.