

Music Development Plan: Moulton Primary School



Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Becky Ludlow
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Northamptonshire and Performing Arts Trust (NMPAT)
Name of other music education organisation(s) (if partnership in place)	N/A

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 Moulton Primary School, we use the Kapow Primary Music Scheme across the school and in addition to this we offer the chance to learn an instrument in Year 3 and Year 4.

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.

Our curriculum 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. We are very privileged to offer all children at Moulton Primary School the opportunity to learn a string instrument in Year 3 and then a brass instrument in Year 4.

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. Every child at Moulton Primary School has multiple opportunities to perform including class performances, nativities, and whole school end of year summer spectacular concerts.

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 then given opportunities to apply their skills when collaborating through composition.

Lesson Delivery – Within each music session there will be the following elements:

1. A clear Learning Outcome.
2. A recap or introduction starter which addresses prior learning or a game.

3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.

4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

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).

Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Model music curriculum - The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.' At Moulton Primary School we have adopted this recommendation and offer this to all children in Year 3 and Year 4. Children who wish to continue their musical journey can do and they also have the option of joining the school orchestra.

Planning - Our medium term plans detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, key stage 1 and key stage 2. Individual lesson plans include guidance on differentiation to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

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;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;

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 and scaffolding will enable all pupils to achieve and succeed in music.

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to the Learning Outcome. Children will be provided with multiple opportunities to self and peer assess their understanding of the Learning Outcome.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

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.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Resources - We have a range of percussion instruments. There is a central store of:

- large percussion instruments
- selections of instruments from other cultures
- xylophones & glockenspiels
- string and brass instruments for the projects (NMPAT provide these for the children to use)

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.

NMPAT offer our children 1:1 peripatetic music lessons in school. They provide us with the whole – class tuition for our string and brass projects. Their whole – class tuition programme has provided high- quality music education, tailored to meet the needs of our pupils. In addition to this NMPAT offer to run live band assemblies – including string quarter, rock band and brass band.

We offer extracurricular activities including singing, orchestra and 1:1 or small group peripatetic music lessons for drums, guitar, violin, lower strings, brass, woodwind and piano, which also provide children with experience of making music. An increasing proportion of pupils are involved. We encourage any child learning to play an instrument to be in the school orchestra so that they can continue to excel in their musical journey.

During the course of the year, pupils in Key Stage 2 also have the opportunity to perform with our school choir. The choir has multiple opportunities to perform and enjoy taking part in Young Voices and the Big Sing events yearly. In addition to this, the choir also performs for local residents in the community too. The choir is an opportunity for all children and is a free club that runs weekly in school. Many of our children are encouraged to join Saturday music centres and children learning an instrument work towards achieving their grade on their chosen instrument.

At Moulton Primary School we believe in giving children equal opportunities. We firmly believe that quality first teaching is paramount for children to succeed and have built into our curriculum specialist music teachers to help deliver quality whole class instrument teaching in Year 3 and Year 4. This gives us time to work with these children in school to build more opportunities. The school orchestra is highly successful and is the next platform we encourage children to join. In addition to this, Children who are in receipt of Pupil Premium have music tuition paid for. We believe that every child should have the opportunity to learn an instrument.

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 the 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 and to participate in musical performances, such as: Christmas plays, nativities, musical theatre performances and whole school Summer Spectacular performance. Children at Moulton Primary School will have an annual visit to the local theatre at Christmas time to watch the Pantomime. Children at Moulton are also invited to attend the local secondary school for their musical theatre shows yearly. Music is incorporated into a variety of activities and events within school, such as singing assemblies, classroom routines and special celebrations. The overall provision is diverse, valuing all musical styles, genres and traditions.

In the future

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

Pupil Premium - update 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.

CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery. Links with external music organisations – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert. What are the opportunities?

Maintain ongoing contact. Music Mark Membership.

Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend: Young Voices, Northamptonshire's Music Festival for choirs and music ensembles.

School orchestra – build uptake of instruments to work towards a larger school orchestra.

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