

Music development plan summary: Cleeve Prior CE 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	September 2025
Name of the school music lead	Karen Norden
Name of school leadership team member with responsibility for music (if different)	Sarah Laughlin
Name of local music hub	Severn Arts
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

We use Kapow Music curriculum to teach our curriculum (planned in mixed aged classes) on a three-year rolling plan. Pupils have one hour of music a week; delivered by class teachers.

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.

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.

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.

Children 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.

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

We have different composers each month, from a diverse range of backgrounds, use their music in our worships and put them on to our Music Display which is situated in the Hall for all to see.

Pupils with SEND and those with disabilities are invited to join in with every music lesson, and can access everything that is available to all pupils. 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);
- Providing resources depending on the ability of the child;
- Using adults to support the work of individuals or groups of children

In addition to our Music curricular lessons, all children also have a weekly funded peripatetic session with Severn Arts, learning the ukulele. We work closely with Severn Arts, who offer our musical tuition to all of our pupils. All children learn to play the ukulele and this is provided free of charge to pupils and is funded from within school with PP funding.

We have daily singing in worship across all year groups and children are given the opportunity to sing as part of special church services regularly throughout the year.

Children take part in the annual Young voices event at least once in their time in the school (on a 3-year rolling programme).

Part B: Co-curricular music and Part C: Musical experiences

We perform at the local village 'Seniors Lunch' alongside other local performers and entertainers.

EYFS and KS1 perform a Nativity play in December and KS2 hold a summer production at the end of the year. Both key stages deliver confident, professional and entertaining productions that delight their audiences.

We perform each year in the Pyramid-wide dance festival and have previously taken part in the Abbey Music concert in Evesham.

Every year Willow Class take part in the EYFS music festival which is a event for our cluster schools.

We won the Elgar Society's prize for Music in 2024 which recognised our provision in Music.

In the future

- Pupil Premium – ensure all Pupil Premium children engaged in extra-curricular music activities; ensure equality of provision for children who cannot afford to access paid-for provision.
- To build on and give more opportunities to perform locally and in formal events.
- To invite a range of musical performers into school from different genres of music.