# Music

## School music development plan 2024/25

# Introduction

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|---|---|
| **Academic year this summary covers** | 2024/25 |
| **Date this summary was published** | 15.10.24 |
| **Date this summary will be reviewed** | 15.10.25 |
| **Name of the school music lead** | Karen Gale |
| **Name of school leadership team member with responsibility for music** | Alyce Andrews |
| **Name of local music hub** | Horsham |
| **Name of other music education partnerships** | N/A |

This is a summary of how All Saints CofE Primary School delivers music education to all our pupils across three areas - curriculum music, extracurricular 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.



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# Part A: Curriculum music

## Timetabling

Curriculum music is music taught in lesson time to **all** pupils.

| Year group | Time dedicated to curriculum music teaching each week | Time dedicated to curriculum music teaching each week<br><br>*(Local music hub OR instrumental scheme)* |
|---|---|---|
| **EYFS (Rec)** | All terms: 45 minutes<br>(+ continuous provision) | N/A |
| **Year 1** | All terms: 30 minutes | N/A |
| **Year 2** | All terms: 30 minutes | N/A |
| **Year 3** | All terms: 1 hour | N/A |
| **Year 4** | All terms: 1 hour | N/A |
| **Year 5** | All terms: 1 hour | N/A |
| **Year 6** | All terms: 1 hour | N/A |

Curriculum music lessons are informed by the **Model Music Curriculum** (non-statutory guidance for music teaching) and provide pupils with opportunities to:

- Listen to and evaluate music from diverse time periods and cultures.
- Learn how to create and control sound using their voices, as well as tuned and untuned instruments.
- Understand how music is communicated through various notation systems.
- Improvise and compose music.
- Perform musically in front of audiences of varying sizes.

An instrumental scheme is also delivered by our [music hub / Year 3 teachers / Year 4 teachers] and gives pupils an opportunity to learn the [insert instrument / glockenspiel] for a prolonged period, allowing them to develop technical proficiency on a single instrument.



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# Part A: Curriculum music

## Key stage 1

*Performance opportunities from lessons can be developed into more formal events and showcased to broader audiences at concerts, class assemblies, and other school gatherings

| Year 1 | Lesson opportunities to sing and play instruments | Lesson performance opportunities |
|---|---|---|
| Autumn 1:<br>Keeping the pulse | Singing a sentence, keeping a steady pulse.<br><br>Keeping the pulse of the music and playing sound patterns using body percussion and untuned instruments. | Performing to the class in pairs to show pulse and rhythm. |
| Autumn 2:<br>Tempo | Singing a short chant and song.<br><br>Keeping the beat to a chant and song, using instruments | Performing to the class in pairs, demonstrating a song at varying speeds. |
| Spring 1:<br>Dynamics | Using untuned percussion instruments to create seaside sounds. | Performing in pairs for the class, demonstrating seaside sounds and their corresponding symbols.* |
| Spring 2:<br>Sound patterns | Practising different sound patterns using instruments. | Using instruments to tell the story of the 'Three little pigs' to the class.* |
| Summer 1:<br>Pitch | Using tuned percussion instruments to play a simple tune. | Performing superhero theme tunes as a group to the class. |
| Summer 2:<br>Musical symbols | Using tuned percussion and clapping to play different symbols to represent the sea. | Performing under the sea sounds as a group to the class. |

| Year 2 | Lesson opportunities to sing and play instruments | Lesson performance opportunities |
|---|---|---|
| Autumn 1:<br>Call and response | Using body percussion and voices to share call and response patterns. | Performing different call and response patterns in groups to the class. |
| Autumn 2:<br>Instruments | Working in groups to use instruments and create music that matches a storyboard. | Working as a group to perform music to match the story of 'Jack and the Beanstalk.' * |
| Spring 1:<br>Singing | Learning to sing three folk songs and using voices and body percussion. | Performing a folk song and composition as a group.* |
| Spring 2:<br>Contrasting dynamics | Using vocal sounds and instruments to create space soundscapes. | Performing a space soundscape and sharing space symbols as a group. |
| Summer 1:<br>Structure | Using instruments to perform different sound patterns. | Performing sound patterns as a group using instruments. |
| Summer 2 | Using tuned percussion instruments, children read from a score and perform a song. | Performing 'Once a man fell in a well' as a class using voices and instruments. |

# Part A: Curriculum music

## Lower key stage 2

*Performance opportunities from lessons can be developed into more formal events and showcased to broader audiences at concerts, class assemblies, and other school gatherings

| Year 3 | Lesson opportunities to sing and play instruments | Lesson performance opportunities |
|---|---|---|
| Autumn 1:<br>Ballads | Singing in time and in tune with a song and incorporating actions. | Performing their own ballad in groups and incorporating actions.* |
| Autumn 2:<br>Creating compositions for an animation | Playing melodies and rhythms on tuned instruments which represent a section of animation. | Performing a group composition to represent an animation. |
| Spring 1:<br>Developing singing technique | Practising different warm ups and learning a song using a variety of different pitches. | Performing a song about the Vikings with associated actions.* |
| Spring 2:<br>Pentatonic melodies and composition | Practising playing a pentatonic melody. | Performing a piece of music to represent the Chinese new year. * |
| Summer 1:<br>Jazz | Experimenting with scat singing and syncopated rhythms. | Performing a jazz version of a nursery rhyme. |
| Summer 2:<br>Indian music | Practising a traditional Indian song. | Performing the song 'Anile Vaa'. |

| Year 4 | Lesson opportunities to sing and play instruments | Lesson performance opportunities |
|---|---|---|
| Autumn 1:<br>Body and tuned percussion | Experimenting with combining body percussion and tuned percussion instruments to create rhythms of the rainforest. | Performing group rainforest compositions to the class. |
| Autumn 2:<br>Rock and Roll | Learning a walking bass line on instruments. | Performing a Rock and Roll song as a class using their voices and instruments. * |
| Spring 1:<br>Changes in pitch, tempo and dynamics | Creating and practising vocal and percussive ostinatos. | Performing different ostinatos to represent a river in groups. |
| Spring 2:<br>Haiku, music and performance | Creating music to compliment a Haiku, using voices and instruments. | Performing music outside to celebrate Hanami.* |
| Summer 1:<br>South America | Practising a piece of music with four layers. | Performing a samba piece as a class. |
| Summer 2:<br>Romans | Learning to sing a song with a variety of pitches. | Performing 'The Road building song' as a class. * |

# Part A: Curriculum music

## Upper key stage 2

*Performance opportunities from lessons can be developed into more formal events and showcased to broader audiences at concerts, class assemblies, and other school gatherings

| Year 5 | Lesson opportunities to sing and play instruments | Lesson performance opportunities |
|---|---|---|
| Autumn 1:<br>Composition notation | Creating and practising a piece of music using graphic notation. | Performing a composition to represent a pharaoh as a group. |
| Autumn 2:<br>Blues | Practising the 12 bar blues chords and accompanying bass line on instruments. | Performing the 12 bar blues and improvisation in pairs. * |
| Spring 1:<br>South and West Africa | Singing unaccompanied and incorporating movement. | Performing 'Shosholoza' as a class. * |
| Spring 2:<br>Composition to represent the festival of colour | Creating a vocal piece to represent a picture. | Performing a vocal class composition. |
| Summer 1:<br>Looping | N/A - using technology. | Sharing compositions. |
| Summer 2:<br>Musical theatre | Creating a musical theatre scene. | Performing a scene as a group to create a short class musical.* |

| Year 6 | Lesson opportunities to sing and play instruments | Lesson performance opportunities |
|---|---|---|
| Autumn 1:<br>Dynamics, pitch and tempo | Creating a group composition. | Performing compositions as a group based on the piece 'Fingal's cave.' |
| Autumn 2:<br>Songs of WW2 | Singing a song with a simple harmony. | Performing the 'White cliffs of Dover' as a class. * |
| Spring 1:<br>Film music | Devising different musical ideas to represent a film. | Performing compositions to represent different scenes within 'Wallace and Gromit.' * |
| Spring 2:<br>Theme and variation | Composing a multi-layered piece of music with voices, bodies and Instruments. | Performing compositions in groups to create a class performance. |
| Summer 1:<br>Baroque | Playing instruments using graphic and staff notation (and their own notation). | Performing 'Funky fugue' as a class. |
| Summer 2:<br>Composing and performing a leavers' song | Creating and practising a leavers' song. | Performing leavers' song in assembly.* |

# Part B: Extra-curricular music

## Timetabling

Opportunities for singing and playing music outside of lesson time support pupil progress beyond the core curriculum.

| Year group | Assembly time dedicated to music learning each week | Extra curricular club opportunities available to all | Music tuition |
|---|---|---|---|
| **EYFS: Reception** | | iRock | |
| **Year 1** | 20 minutes singing assembly | iRock | |
| **Year 2** | 20 minutes singing assembly | Choir<br>iRock | Piano<br>Clarinet<br>Saxaphone<br>Guitar/Ukulele |
| **Year 3** | 20 minutes singing assembly | Choir<br>iRock | Piano<br>Clarinet<br>Saxaphone<br>Guitar/Ukulele |
| **Year 4** | 20 minutes singing assembly | Choir<br>iRock | Piano<br>Clarinet<br>Saxaphone<br>Guitar/Ukulele |
| **Year 5** | 20 minutes singing assembly | Choir<br>iRock | Piano<br>Clarinet<br>Saxaphone<br>Guitar/Ukulele |
| **Year 6** | 20 minutes singing assembly | Choir<br>iRock | Piano<br>Clarinet<br>Saxaphone<br>Guitar/Ukulele |

**£** A pound sign denotes that there is a cost to parents/ carers associated with this extra-curricular activity. Please contact the school office if you have difficulty paying.

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# Part C: Musical experiences

## Opportunities to participate and be an audience member

This section shows all the other musical events and opportunities we organise, such as singing in assemblies, concerts, shows and trips to professional concerts.

| | Autumn | Spring | Summer |
|---|---|---|---|
| **EYFS: Reception** | - Nativity Play | | - Watch Big Band Performance<br>- Watch Year 6 Production |
| **Year 1** | - Nativity Play<br>- Little Big Sing | | - Watch Big Band Performance<br>- Watch Year 6 Production |
| **Year 2** | - Nativity Play<br>- Little Big Sing | | - Watch Big Band Performance<br>- Watch Year 6 Production |
| **Year 3** | - Carol Concert | - Visit to see Orchestra Performance | - Watch Big Band Performance<br>- Watch Year 6 Production |
| **Year 4** | - Carol Concert | - Visit to see Orchestra Performance<br>- Young Voices for a number of pupils | - Watch Big Band Performance<br>- Watch Year 6 Production |
| **Year 5** | - Carol Concert | - Young Voices | - Watch Big Band Performance<br>- Watch Year 6 Production |
| **Year 6** | - Carol Concert | - A few children watch secondary school production<br>- Young Voices | - Watch Big Band Performance<br>- Perform in Year 6 Production |



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# In the future

All Saints CofE Primary is committed to continually enhancing musical offerings to pupils. Below are the improvements we plan to implement in the coming years. We welcome your suggestions and encourage you to contact the school if you have any ideas on how we can further improve our musical opportunities.

| Improvement | Who will benefit? | Is the change to<br>A: curriculum music<br>B: extra-curricular music<br>C: musical experiences? | When will the change be introduced? |
|---|---|---|---|
| Embed Kapow scheme to enhance engagement and enrichment of learning experiences. | All children | A: curriculum music | September 2024 |
| Develop whole class instrumental learning to include boomwackers as well as other percussion in Year 2, Glockenspiels in Years 3 and 4, and recorders in Years 5 and 6 to | All children | A: curriculum music | Spring/Summer 2025 |
| Raise the profile of peripetetic music lessons by introducing performances from learners led by music teachers, also giving children access to live performances. | All children | B: extra-curricular music<br>C: musical experiences | Summer 2025 |
| Develop assessment as a reliable way to inform and monitor teaching. | All children | A: curriculum music | Ongoing |
| Continue to include opportunites for pupils to experience live music performances. | All children | C: musical experiences | Ongoing |



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