Music

School music development plan 2024/25

Introduction

Academic year this summary covers	2024/25
Date this summary was published	December 2024
Date this summary will be reviewed	
Name of the school music lead	Mrs Joyce Sloan
Name of school leadership team member with responsibility for music	Mrs Joyce Sloan
Name of local music hub	WEMA
Name of other music education partnerships	

This is a summary of how All Saints Cof E Primary 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.

Note on editable fields
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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 *(Local music hub OR instrumental scheme)*
EYFS (Rec)	All terms: 45 minutes (+ continuous provision)	
Year 1	All terms: 1 hour	
Year 2	All terms: 1 hour	
Year 3	All terms: 1 hour	
Year 4	All terms: 1 hour	
Year 5	All terms: 1 hour	
Year 6	All terms: 1 hour	

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 teachers and gives pupils an opportunity to learn the Key board 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: Keeping the pulse	Singing a sentence, keeping a steady pulse. 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: Tempo	Singing a short chant and song. Keeping the beat to a chant and song, using instruments	Performing to the class in pairs, demonstrating a song at varying speeds.
Spring 1: Dynamics	Using untuned percussion instruments to create seaside sounds.	Performing in pairs for the class, demonstrating seaside sounds and their corresponding symbols.*
Spring 2: Sound patterns	Practising different sound patterns using instruments.	Using instruments to tell the story of the 'Three little pigs' to the class.*
Summer 1: Pitch	Using tuned percussion instruments to play a simple tune.	Performing superhero theme tunes as a group to the class.
Summer 2: 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: 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: 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: Singing	Learning to sing three folk songs and using voices and body percussion.	Performing a folk song and composition as a group.*
Spring 2: Contrasting dynamics	Using vocal sounds and instruments to create space soundscapes.	Performing a space soundscape and sharing space symbols as a group.
Summer 1: 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: Ballads	Singing in time and in tune with a song and incorporating actions.	Performing their own ballad in groups and incorporating actions.*
Autumn 2: 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: 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: Pentatonic melodies and composition	Practising playing a pentatonic melody.	Performing a piece of music to represent the Chinese new year. *
Summer 1: Jazz	Experimenting with scat singing and syncopated rhythms.	Performing a jazz version of a nursery rhyme.
Summer 2: 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: 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: 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: Changes in pitch, tempo and dynamics	Creating and practising vocal and percussive ostinatos.	Performing different ostinatos to represent a river in groups.
Spring 2: Haiku, music and performance	Creating music to compliment a Haiku, using voices and instruments.	Performing music outside to celebrate Hanami.*
Summer 1: South America	Practising a piece of music with four layers.	Performing a samba piece as a class.
Summer 2: 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: Composition notation	Creating and practising a piece of music using graphic notation.	Performing a composition to represent a pharaoh as a group.
Autumn 2: Blues	Practising the 12 bar blues chords and accompanying bass line on instruments.	Performing the 12 bar blues and improvisation in pairs. *
Spring 1: South and West Africa	Singing unaccompanied and incorporating movement.	Performing 'Shosholoza' as a class. *
Spring 2: Composition to represent the festival of colour	Creating a vocal piece to represent a picture.	Performing a vocal class composition.
Summer 1: Looping	N/A - using technology.	Sharing compositions.
Summer 2: 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: Dynamics, pitch and tempo	Creating a group composition.	Performing compositions as a group based on the piece 'Fingal's cave.'
Autumn 2: Songs of WW2	Singing a song with a simple harmony.	Performing the 'White cliffs of Dover' as a class. *
Spring 1: Film music	Devising different musical ideas to represent a film.	Performing compositions to represent different scenes within 'Wallace and Gromit.' *
Spring 2: 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: Baroque	Playing instruments using graphic and staff notation (and their own notation).	Performing 'Funky fugue' as a class.
Summer 2: 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	Every week for at least one Collective Worship of 20 minutes.		
Year 1	Every week for at least one Collective Worship of 20 minutes.	Choir available term 2 and term 5.	
Year 2	Every week for at least one Collective Worship of 20 minutes.	Choir available term 2 and term 5.	
Year 3	Every week for at least one Collective Worship of 20 minutes.	Choir available term 2 and term 5.	Available to all pupils to learn key board, piano and guitar. pupils £
Year 4	Every week for at least one Collective Worship of 20 minutes.	Choir available term 2 and term 5.	Available to all pupils to learn key board, piano and guitar. £
Year 5	Every week for at least one Collective Worship of 20 minutes.	Choir available term 2 and term 5.	Available to all pupils to learn key board, piano and guitar. £
Year 6	Every week for at least one Collective Worship of 20 minutes.	Choir available term 2 and term 5.	Available to all pupils to learn key board, piano and guitar. £

£ 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	Harvest Festival Christmas performance Christmas Carol Service school and church.	Easter Service	Summer end of year performance-
Year 1	Harvest Festival Christmas performance Christmas Carol Service school and church. Singing at the Fayre and care	Easter Service	Summer end of year performance- Performing at the summer fayre.
Year 2	Harvest Festival Christmas performance Christmas Carol Service school and church. Singing at the Fayre and care	Easter Service	Summer end of year performance- Performing at the summer fayre.
Year 3	Harvest Festival Christmas performance Christmas Carol Service school and church. Singing at the Fayre and care	Easter Service	Summer end of year performance- Performing at the summer fayre.
Year 4	Harvest Festival Christmas performance Christmas Carol Service school and church. Singing at the Fayre and care	Easter Service	Summer end of year performance- Performing at the summer fayre.
Year 5	Harvest Festival Christmas performance Christmas Carol Service school and church. Singing at the Fayre and care	Easter Service	Summer end of year performance- lead roles including solo singing. Performing at the summer fayre.
Year 6	Harvest Festival Christmas performance Christmas Carol Service school and church. Singing at the Fayre and care	Easter Service	Summer end of year performance- lead roles including solo singing. Performing at the summer fayre.

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In the future

All Saints Church of England Primary Sch 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 A: curriculum music B: extra-curricular music C: musical experiences?	When will the change be introduced?
Seek regular music professional to come to school to perform to the pupils.	Pupils	musical experiences.	2025
Extend the availability of the quality and range of instruments.	pupils	curriculum music	through 2025
Aim to teach a class/ year group a tuned instrument- ocarina	pupils	curriculum music	25/ 26
Seek to be involved in local music events for schools.	pupils	Extra curricular music	25 onwards.

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