

# Music development plan summary: Westmorland Primary School



## Overview

Detail	Information
Academic year that this summary covers	2024 – 25
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Elisa Alvarez
Name of local music hub	Greater Manchester Music Hub
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.*

Our music curriculum meets the statutory requirements of the National Curriculum (2014) and aligns with the expectations of the Model Music Curriculum (2021). It is designed 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. We explore music through the inter-related dimensions of music: rhythm, pitch, tempo, dynamics, timbre, texture and structure. 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 weekly music lessons of between 30 -45 minutes aim to develop imagination, creativity and a curiosity for the subject in a nurturing environment where children feel safe to explore and express themselves musically. Our intention is that children gain a firm understanding of what music is through a wide variety of musical activities ranging across several historical periods, styles, traditions and musical genres.

We know that we need to offer MORE in our music lessons and aim to provide a varied curriculum that inspires children to want to create and explore music (MEMORABLE), that allows children to talk through their ideas when composing and appraising pieces of music (ORACY), that develops their reading skills through introducing notation and through reading song lyrics (READING) and that is practical at every opportunity. (EXPERIENCES).

We strive to achieve this aim by:

- Providing memorable learning opportunities for all children to explore music through voice, tuned and untuned percussion instruments, and whole class tuition on the recorders, glockenspiels and ukuleles.
- Providing a sequence of lessons that are vocabulary rich so that children can develop their understanding of technical terms.
- Giving children the opportunity to work with others to compose and perform short pieces of music.
- Ensuring children have a focused sequence of lessons that explores music technology.
- Encouraging children to listen to and evaluate music that has been pre-recorded or made by their peers.
- Helping children to develop an ability to criticise constructively and evaluate their own music and those of others.

**Implementation:**

At Westmorland Primary School, we use a variety of teaching and learning styles in Music lessons. A mixture of whole-class teaching and individual/group activities are used within largely practical based lessons to enable children to develop their understanding of musical terms. The lessons also allow children to develop their listening and appraising skills through encouragement to give constructive feedback to each other. They have the opportunity to use a range of tuned and untuned percussion instruments as well as developing their vocal skills.

An understanding and enjoyment of Music begins in the Early Years Foundation Stage through child led continuous provision experiences and adult led group activities. Our foundation stage baseline assessments highlight low listening and attention levels so music is also utilised as a tool to encourage development in this area and Phase 1 of phonics. EYFS staff provide a range of memorable music experiences that encourage exploration of percussion instruments and voice in both the indoor and outdoor learning environments. Our school has a wide range of resources to support the teaching of Music across the school.

**Impact:**

Music is assessed through judgements of how well children demonstrate their understanding of taught musical terms and skills in the following ways:

- Observations of the children during each lesson
- Listening to the children's ideas and evaluations during group discussions
- Assessing the children's learning against the objectives for their half-termly unit using the assessment pro-forma.

The music team observes lessons across each key stage so that an accurate picture of childrens' experiences of music is created. The work of the co-ordinator also involves supporting colleagues in the teaching of Music and being informed about current developments in the subject.

**SEN & Equal Opportunities:**

As teaching professionals, we wish to ensure that the relevant parts of the curriculum are accessible to all. We differentiate by task and support in order that children with special educational needs, including gifted and talented children, can reach their full potential. At Westmorland, we are keen to ensure that all children are treated equally regardless of race, religion, gender, social background or ability as much as their individual needs allow it.

## Part B: Co-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.*

- All children have the opportunity to perform in annual events such as the Nativity performance, the Carol Concert and at special celebrations including the Year 6 leaver's assembly and when visiting local community areas (care homes).
- Our Year 3 and Year 4 children take part in whole class recorder and ukulele tuition.
- We have an extensive range of music tuition available via the Stockport Music Service with a wide range of instruments being offered such as: keyboards, guitars, ukuleles, violins, flutes, clarinet and singing. These are available for children in Year 1 to Year 6.
- Music also plays an important part in a range of multi-cultural events throughout the year, when our children have the opportunity to experience music from a range of cultures.

## 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.*

- Weekly singing assemblies with accompanying Makaton (Reception – Y6)
- African drumming workshop (Reception)
- Nativity performance with accompanying Makaton (Nursery – Y2)
- Carol Concert (Year 3 – 6)
- Performance at local care home (Year 1)
- End of year production (Year 6)

## In the future

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

**Curriculum** - Enhance the range of instruments available/introduce teaching of new instruments.

**School ensembles** - Start a school choir.

**Music engagement with feeder secondary schools** – Look for opportunities to work with feeder secondary schools.

**CPD** - Continue to provide staff with CPD to develop their confidence and subject knowledge.

**Performance opportunities** - Broaden the range of performance opportunities for children in school and beyond for parents to attend: Young Voices, Music Showcase Concerts: Nativities and class/key stage productions; Provide our children with more opportunities to watch live music performances.

**Co-curricular opportunities** – To support recruitment of children for instrumental and after school activities; Build uptake of peripatetic instrumental tuition.

## Further Information

Greater Manchester Music Hub has further information about the opportunities available in your local area – please follow the links below for more information:

<https://gmmusichub.co.uk/>

<https://www.stockportmusicservice.org.uk/>

The Department for Education has published a guide for parents and young people outlining how they can get involved with music in and out of school, and where they can go for support beyond the school. Please follow the link for more information:

<https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people>