

## Music development plan summary: South Hetton Primary School



Detail	Information
Academic year that this summary covers	24-25
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Amelia Eaglesham
Name of local music hub	Durham Music Service

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

#### Content and Sequencing

South Hetton Primary School follow the Charanga Model Music Curriculum. The scheme of work has been evaluated by leaders to ensure it 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.

*School's music curriculum can be accessed through the following link: <https://charanga.com>*

School's intention is 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 school. Sequencing and progression are clear within the school and children explore music through the inter-related dimensions of: performing, listening, composing, the history of music.

School focuses on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Through the curriculum, children develop the musical skills of **listening and responding to music, singing, playing tuned and un-tuned instruments and improvising and composing.**

The Charanga Music Scheme is 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.

The curriculum introduces children to music from 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 different communities and their traditions.

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, the expectation is that they maintain their concentration for longer and listen to more extended and complex pieces of music. Children are also taught the disciplinary skills associated with music so that they can make music individually and come together with their peers to perform on groups and ensemble, regardless of musical style.

Through music, children develop transferable skills such as team-work, leadership, creative thinking, problem-solving, decision-making, as well as “arts” specific skills such as presentation and performance. These skills are vital to children’s development as learners and have a wider application in their general lives outside and beyond school.

## Delivery

In Years 1 to 6, we follow the Charanga Model Music Curriculum Scheme, blocked up within one week each half term. We spend a minimum of 5 hours per half term on our main music lessons.

Each class also receives one full term of whole class instrumental lessons in addition to the main music lessons. Years 1, 2, and 3 learn one term of recorder, and Years 4, 5, and 6 learn one term of ukulele. We spend one hour a week for a term (approximately 13 weeks) on whole class instrumental lessons.

In EYFS, we follow the Charanga Model Music Scheme, 1 hour per week. Reception also have additional music tuition from Durham Music Service for 1 hour per week in the second half of summer.

When teaching music, school ensures that the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands within a specific topic designed to capture pupils’ imagination and encourage them to explore music enthusiastically. Central to the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others’ music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context.

The different elements of music are taught 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. Children are given opportunities to apply their skills and are given a chance for collaboration through playing and composing.

Over the course of a unit, lessons will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. Charanga Primary Music curriculum allows for revisiting and consolidating skills. Lesson plans and resources help children build on prior knowledge, alongside introducing new skills and challenges. Children progress in terms of tackling more complex tasks, as well as developing understanding and knowledge of the history of music, musical notations, as well as the interrelated dimensions of music. Music spans from YR to Y6, with school promoting early learning and development through the use of music in Early years. Music is used and promoted across a range of areas of learning, such as literacy and mathematics, through the use of songs and rhymes, and is an integral part of school's Expressive Arts offer. Music also contributes to children's knowledge and understanding of the world through engaging in songs and music from different cultures.

### **Access/Adaptation**

School aims to remove barriers to learning for pupils with SEND. Explicit instructions and scaffolding enables all pupils to achieve and succeed in music. School recognises that children have widely different musical abilities in all classes, so the music curriculum is adapted where necessary for all children by matching the challenge of the task to the ability of the child. This is achieved through a variety of ways:

- 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;
- Using TAs to support the work of individuals or groups of children SEND

### **Assessment**

- Children's standards and achievements in Music are assessed in line with the School's Assessment Policy. On-going assessment is used within lessons to reshape learning and ensure children reach clear outcomes. In addition, the first and last lesson in each unit is filmed to ensure teachers can assess the children's progress. Children who show a greater depth of understanding are also pushed further and signposted to external musical programmes. Assessments are used diagnostically by teachers to evaluate learning and inform teaching. Teachers and senior leaders use assessment information to evaluate children's standards and achievements and to inform future provision and school development. At the end of the year, teachers make a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Profile which is recorded in the end-of-year report. Summative assessments are recorded on school's foundation subject assessment trackers as well as being recorded in the Foundation Stage Profile as part of the Expressive Arts judgement.

School works closely with Durham Music service to ensure its curriculum is delivered effectively and there are a range of musical opportunities available to all children.

## **Part B: Co-curricular music**

Durham Music Service has provided a wide range of workshops and whole-class tuition in recent years, from performances in assembly to whole class music tuition for specific instruments. The service's whole-class tuition programme has provided high-quality music education, in addition to school's planned curriculum, focusing on learning to play a range of instruments, including recorders and the ukelele.

There is a whole school singing assembly weekly, where all pupils can join in singing in an ensemble.

A choir is run for part of the year, open to children in Reception to Year 6. This is a free after school club that lasts for 45 minutes per week. Children perform for the community at a church service in December.

From Year 3 onwards, pupils have the opportunity to attend one-to-one or small group instrument lessons in Violin, Flute or Guitar. These lessons are charged, although they are free/subsidised for Pupil Premium pupils.

## **Part C: Musical experiences**

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes as the whole school, sometimes as a class or group and individually. These opportunities occur across the school year and contribute to the overall time allocated for music.

Opportunities for musical experiences are also promoted through a range of activities both formal and informal through the curriculum e.g. songs and rhymes in English and maths; History, examining music and the culture of the time; PE through dance and rhythmic gymnastics; Computing through composing using APPs and software etc. Music is incorporated into a variety of activities and events within school, such as: weekly assemblies, examining composers, musician and musical styles and movements; through singing assemblies and class performance assemblies. Indeed, all children perform an assembly involving performance, with their class, once a year. This is performed in front of the whole school, as well as invited parents and members of the community. (YR – Special Ladies/Special Gentlemen, Y1/2 – Shrove Tuesday, Y2/3 – Harvest Festival, Y4 – Easter, Y5 – Remembrance Day, Y6 – Leavers Assembly).

Special celebrations also promote engagement with, and love of, music. Each year, the school host "South Hetton Sings" in the Summer Term, where each class from Nursery to Year 6 presents a singing-focused performance based around a chosen topic for that year. This is performed in front of the rest of the school, and parents.

There is a drama club open for pupils in Key Stage 2 (Year 3-6), which produces a musical each year. This is a weekly club in Spring and Summer terms which culminates in multiple performances in front of the whole school, and in front of parents and the community.

Each year the school arranges a visit to a pantomime in December for pupils in Year 1 to 6 who choose to attend. In 2024, children will watch 'Cinderella' at Billingham Forum. Children in EYFS visit an age appropriate theatre performance in the autumn term. In 2024, children will view 'The Gingerbread Boy' at Rainton Arena. There is a cost to this visit.

Each year a travelling performance group (M&M Productions) visits the school to perform a musical in the school hall. This give all pupils (Nursery to Year 6) the experience of attending a

musical. This year, children watched a performance of the 'Secret Garden' by Frances Hodgson Burnett. Next year, children will have the opportunity to watch 'A Little Princess' by Frances Hodgson Burnett. This is free to pupils.

Through the music service, a brass band performs a concert in the school once a year. This is for all pupils, and is free to pupils.

School has close links with its secondary school feeder schools. Pupils in Year 5 are invited for music taster sessions. Children who play an instrument in school perform for parents at our feeder secondary school after a day of rehearsals in their music department.

School's overall provision promotes diversity, valuing all musical styles, genres and traditions equally; this is reflected in the curriculum content, clubs, groups and enrichment opportunities on offer, drawing on the skills, talents and interests of staff and other stakeholders through specialist tuition. Parents and carers actively support music making, through support at events and through home learning.

### **In the future**

#### **Provision**

There are plans to create a space in school with music stands for pupils to practise their instruments outside of lessons.

During our Arts week, a time will be scheduled for pupils to share their learning in a mini-performance. This could be for the rest of the school, or for parents.

#### **Co-curricular activities**

There are plans to begin a recorder club for Upper Key Stage 2, which will run on a break time each week. This will be a free club for pupils in Year 5 and 6.

#### **Pupil Premium**

Update the register of Pupil Premium children engaged in extra-curricular music activities and review the budget to ensure equality of provision for children who cannot afford to access paid-for provision.

#### **CPD and capacity planning**

We work closely with Durham Music Service and use this to gain knowledge from experts. We have a number of CPD sessions scheduled in the next academic year to upskill teachers and to support the Music Lead.