

Music development plan summary: Sharow CE Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	January 2024
Date this summary will be reviewed	January 2025
Name of the school music lead	Lauren Copperthwaite
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	North Yorkshire 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 school Music curriculum is informed by the [Model Music Curriculum](#) (March 2021), which recommends 1 hour weekly for children in Key Stages 1 and 2. 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 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 Music curriculum at Sharow CE Primary School is taught through the Sing Up Music scheme of work, which is in line with the National Curriculum and the Model Music Curriculum. Every year group has weekly lessons over a 3- or 6-week unit. The Sing Up Music scheme of work ensures students sing, listen, play, perform, compose, improvise and evaluate. This is embedded in classroom activities as well as focussed singing assemblies – such as harvest, Christmas and special festivals, various concerts and performances, the learning of instruments, and the joining of extra-curricular activities. The elements of music are taught in classroom lessons so that children can use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play various un-tuned and tuned percussion instruments and as a class learn how to play the glockenspiel as their expert instrument, following the relevant units in ‘Sing Up’. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion, vocal sounds and technology is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Whilst we deliver many of our foundation subjects as a blocked curriculum, we follow the advice of the Ofsted Music Subject Research Review (2021), which states that Music should be taught regularly, not on a carousel; therefore, Music is delivered weekly at Sharow CE Primary School.

Although we follow the Sing Up Scheme of Learning to deliver our Music curriculum, we do use formative assessment both throughout and between lessons to make adaptations for our class or individual pupils where necessary. This is supported by planning and assessment documentation, and we use the Sing Up ‘Snapshot’ assessments to record, monitor, assess and moderate. These Snapshots feature within units rather than at the end, and assess focused key skills rather than an overall, final performance.

We teach music in EYFS as an integral part of the work covered during the year and as part of the specific area, Expressive Arts: Being imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to children’s personal and social development. ‘Counting Songs’ foster a child’s mathematical ability and songs from different cultures increase a child’s knowledge and understanding of the world.

The DfE’s Model Music Curriculum 2021 states that ‘In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum

of one term.' We deliver a unit each year from Sing Up which allows pupils to gain 'expertise' in playing the glockenspiel through whole-class ensemble teaching, and children learn to value their voice as an instrument which must be practiced regularly in order to fortify and refine it.

We understand that there are children with a wide range of different musical abilities in each class, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child without compromising on expectation; we always aim for every pupil to meet the same learning objective. We achieve this in a variety of different ways:

- Setting open-ended tasks which could have a variety of responses
- Setting tasks of increased difficulty which deepen understanding and broaden application of a skill
- Grouping children in different ways to provide opportunities for leadership and teamwork as well as opportunities to teach and learn from one another
- Providing different resources
- Providing adult support to work with individuals or small groups

We strive to remove barriers to learning for pupils with SEND. We take a positive and proactive approach to ensure that children with SEND are able to express themselves and take an active part in lessons, and we hold the same aspirations for them as we do every other pupil. Strategies and support vary according to the individual needs of each pupil and are informed by teachers' knowledge of the child, personalised strategies planned in their SEND documentation and advice from external agencies. Explicit instruction and scaffolding are examples of more broadly-applied strategies that help to enable all pupils to achieve and succeed in Music.

In addition to teaching the curriculum, we aim to provide a range of other musical opportunities and make sure that families know where to find out about activities that happen outside of school in our local community through our newsletter and visitors to school such as Ripon City Band.

Our long-term vision for music is that all pupils access high-quality weekly music lessons and can progress their learning by taking up an instrument or joining a musical group. All pupils will have the opportunity to regularly experience the joy of live performance in and outside of school, and pupils will have planned opportunities to use technology to create music.

Each class has a range of percussion instruments available in class. There is also a central store of: • Djembe drums • Glockenspiels • Recorders • Ukuleles • Keyboard • Music stands • Songbooks and Christmas Production packs • Sing Up resources

We have access to support from the North Yorkshire Music Hub, where we are able to seek advice on subjects such as curriculum development and resourcing.

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.

At Sharow CE Primary School, we offer a variety of opportunities for music tuition from peripatetic specialists; currently this includes brass, guitar, piano and strings. Pupils are supported in working towards qualifications in their instrument of choice. All Pupil Premium Grant pupils are invited to take up the offer of music tuition free of charge; we have good uptake on this. We have an array of instruments to lend to pupils free of charge, and we have strong links with Ripon City Band, which also has instruments to lend and has a training band for new learners to join.

On Tuesday lunchtimes we run a singing club for KS2 and biennially we participate in 'Kids Aloud', which gives our children, along with others from local schools, the exciting opportunity to be part of a creative process through from beginning to end, culminating in a performance on stage and raising money for charities in the process.

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.

In addition to weekly planned time for Music, children also enjoy additional musical experiences which occur during the school year and contribute to the overall planning and time allocation for Music.

Wherever possible we seize opportunities to further enrich our musical offering at Sharow CE Primary school. Since Autumn Term 2024, we have welcomed an opera singer into school from the Primary Robins project, courtesy of Pimlico Opera. They spend 30 minutes each week with classes across KS1 and KS2. Each term the 'Robins' have a new, specially prepared songbook of around 10 songs, one of which is in another language. All songs are traditional rather than pop tunes, and the songbook includes musical notation.

Across all key phases, children have a range of opportunities to experience live musical performances, such as a theatre production in London for the biennial Year 5/6 residential, and to take part in musical performances, such as Nativities, our LKS2 Easter performance, UKS2 Summer Performance and Class Project performances.

Music is also experienced at Sharow CE Primary School through a range of activities in other subjects such as History, PE and RE to enable children to experience music and apply their knowledge and musicality to other contexts.

Furthermore, it is incorporated into a variety of activities and events in school such as weekly whole school singing and special celebrations. Our services at our local church always feature songs with a live pianist and performances from our school choir. To broaden pupils' musical experience, we use our services for key celebrations in the year such as Christmas to explore traditional songs from other cultures and sign language.

We have weekly Singing Practice assemblies. Pupils across Key Stage 1 and 2 engage all together in a range of fun and engaging, research-based warm-ups to prepare their voices and their bodies for singing. They learn good singing habits, learn how to sing well in a group (lovely and loud; loud but lovely!), join in harmonies, take part in 'rounds, 'call and response' and other musical structures, reinforce terminology that they are learning in music lessons, and watch a video of musical interest to inspire them to explore and engage with music in creative ways like others are.

Our overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in our 'Music of the Week'. Each week in Singing Practice, a focus piece is played. The pieces chosen are carefully selected to expose pupils to a broad variety of musical pieces.

As in all aspects of our school world, we promote inclusion, and our pupils have opportunities to meet inspiring individuals such as Bart Gee who showed our children that 'difficult' means 'possible!' when he demonstrated his talent on the piano, having defied the messages he received growing up about what he would and would not be able to achieve due to his condition of Arthrogryposis.

We embrace opportunities to discuss current affairs relating to music, such as the recent 'What impact can music have on our lives?' which led to pupils discussing the sacred Sikh music of Kirtan and the importance of promoting and preserving the musical traditions of all cultures in order for diversity to flourish.

We offer music tuition through school, promoting uptake of musical instruments by inviting guests such as local bands and peripatetic teachers, and have offered clubs including choir, which drew on the talent and specialist skills of a volunteer. Parents and carers actively support music making through support at events and through home learning.

As part of our development ambition to increase and broaden opportunities to experience live music, our pupils recently enjoyed an interactive performance from singer Nicola Mills, who worked hard in adverse circumstances to pursue success in the world of opera; next, we are looking forward to welcoming musicians from Rock Steady – a live music assembly led by a professional band to introduce children to bass, drums, keyboard, guitar and vocals in the pop and rock genre.

Our class names in school throw a spotlight on composers on a rotational basis. When Music is the focus, class teachers choose a key or inspirational composer or musician, and the class learns about them before sharing their learning with the rest of the school.

In the future

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

Moving forwards, we hope to improve our Music offer further by:

- Fundraising/ seeking grants to purchase more glockenspiels and a sound system for performances in church
- Doing further fundraising (longer-term) for laptops or equivalent so that they pupils can make use of more online applications to support their music education
- Developing links with local secondary schools
- Increasing the number of children who have lessons with North Yorkshire Music service so that capacity for an 'in school' ensemble increases
- Planning more opportunities for live music experiences and trips

Further information

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.