



Springwell Village
Primary School

Music Development Plan

2024 - 2025

Music development plan summary: Springwell Village Primary School

Overview:

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	October 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Miss A. Bowes
Name of local music hub	Sunderland 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.

Curriculum – At Springwell Village Primary School, we use the Charanga Primary Music Scheme across the school.

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 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. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. 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.

How This Subject is Taught

Music is taught using the Charanga scheme of learning. Charanga is a progressive program that enables pupils to reflect and build on their musical knowledge and skills.

This scheme is taught from Reception to Year 6.

Pupils are now familiar with the structure of music lessons and know the high expectations set by staff.

Nursery sing simple rhymes and songs, and Phase 1 phonics activities, which link to the expressive arts and design section of the Early Years Framework.

In addition to Charanga, classes from years 2 to 5 have a weekly music session where children learn to play an instrument, led by a specialist music teacher. The music sessions include:

Year 2- violin

Year 3 - recorders

Years 4 and 5- ukulele

These sessions are for 30 minutes, once a week.

Planning and Coverage

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school, excluding Nursery. It provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the National Curriculum and Development Matters.

Each academic year is broken into 6 units of work (1 per half term), each divided into 6 progressive steps. Each unit is designed to take approximately six weeks, often focused on a

specific song or piece of music. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

Each Unit of Work focuses on the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
3. Performing

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different 3 musical activities enables a more secure, deeper learning and mastery of musical skills. The teacher can plan and provide the opportunity to embed a deeper learning, knowledge, understanding and skills.

- Teachers have been using Charanga in the progressive sequence which results in pupils being able to make links between skills.
- A variety of instruments are being used to support children's development.
- Music is a timetabled subject, with schemes of work and assessment in place. All students can access this curriculum from EYFS to Year 6 which ensures the progression of skills and knowledge throughout each year group.
- Pupils with SEND can participate and progress well (supported by technology, tools and instruments), which enable music lessons to be fully inclusive for all pupils.
- Every child is entitled to learn to play a tuned instrument. Teachers are supported in their instruction of glockenspiels through Charanga, and further tuned tuition is also available through the local music service.

Music in EYFS

We teach music in Foundation Stage as an integral part of the topic 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 a child'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.

Adaptation

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- 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 classroom assistants to support the work of individuals or groups of children.

SEND

We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

Resources

We have a range of instruments, which are stored in the school music cupboard:

- Large percussion instruments
- Selections of instruments from other cultures
- Xylophones & glockenspiels
- Keyboard & piano
- Songbooks and Christmas production packs
- CDs
- Music stands
- Recorders
- Strings: violins, cellos
- Guitars

Part B: Extra-curricular Music & Enrichment

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.

Music Tuition in Lesson Time:

We offer extra-curricular activities including singing and small group peripatetic music lessons for guitar, keyboard, and violin, which also provide children with experience of making music. An increasing proportion of pupils are involved across Key Stage 2.

Costs for small group lessons are £5.00 per session, which includes the loan of a musical instrument. Pupils in receipt of pupil premium are eligible for free lessons.

Small-scale performance takes place in the community, building on existing school links e.g. carols in the community –Rotary Club and Methodist Church.

All pupils are encouraged to participate in musical groups outside of school, and we follow links through Sunderland Music Hub to signpost for orchestra, brass band and choir opportunities.

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 planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

At Christmas, all pupils in school perform a play, nativity or service to family, and children participate in a carol service at the Methodist Church.

Our musicians perform in school concerts throughout the year, which enables the opportunity to share work that has been developed during instrumental lessons.

Singing is encouraged throughout the year, children are given opportunities to perform live singing to an audience through carol services and our 1940s weekend celebrations. Singing will also be encouraged through Sunderland Music Hub events such as Big Sing.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use music in real life and academic contexts e.g. History.

We encourage all pupils to experience live performance events across the year, including pantomimes and enrichment week opportunities. These opportunities are subsidised by the school, as we highly value the experience these opportunities provide for the pupils.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music making, through support at events and through home learning.

In the future

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

Develop the music curriculum which enables non-music specialists the confidence to teach progressive musical skills. CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery.

Organise an end of year school concert for children to perform to parents, this will give parents the opportunity to see their children play their instruments.

Establish Key Stage 2 and Key Stage 1 choirs through after school choir clubs.

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

Provide opportunities for children to perform through Sunderland Music Hub events such as Big Sing.

Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend.

Provide further fresh experiences in the form of concerts, visitors, trips, choir etc for all pupils.

Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary schools for transition.

Provide more music experiences in school that give children opportunities to explore different cultures through music.

Further information (optional)

The school is part of Oak Learning Trust.

Sunderland Music Education Hub and services: <https://sunderlandmusichub.org.uk>