

Music development plan summary: Weston Village 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	June 2025
Name of the school music lead	Natasha Griffiths
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Love Music Trust
Name of other music education organisation(s) (if partnership in place)	

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.

Vision and Intent

At Weston Village Primary School, we aim for all our pupils to develop a life-long love of music through a wide range of quality musical experiences that engage and inspire them. Our music curriculum fosters creativity, curiosity, and excitement, enhancing self-confidence, self-esteem, and collaborative skills. We aim to build a curriculum where musical sound is at the cornerstone, providing a progressive pathway for every child. Music opportunities support children's mental health and allow them to express their emotions. Children will perform, listen and analyse critically, sing, improvise and compose music, and understand the musical elements as building blocks within music.

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.

Timetable Plan for Music

Objective: To provide a structured and comprehensive music education in line with national guidelines.

- Each class has a minimum of one hour of music per week.
- Our music curriculum is aligned with the progression of skills and understanding as outlined in the model music curriculum.
- The weekly music timetable and detailed curriculum activities for each year group are published on the school website.

Curriculum Sequencing and Outcomes

Objective: To ensure that by the end of primary school, pupils meet key outcomes and develop a love and understanding of music.

- We have developed a sequenced music curriculum that builds upon skills and knowledge year by year.
- Various musical concepts and activities are incorporated into the curriculum as outlined in the detailed plan below.
- Curriculum maps and key knowledge for each term are available on the school website, highlighting the diversity and progression within the music curriculum.

Inclusivity in Music

Objective: To ensure the music curriculum is inclusive and reflective of a diverse range of musical cultures.

- Our curriculum includes a wide variety of music genres and cultures.
- We showcase music from different cultures in school performances and events.
- Parents and carers are informed of the inclusive nature of the curriculum and the variety of musical genres their children will explore.

Integration of External Providers

Objective: To incorporate contributions from Love Music Trust and other music providers into a coherent curriculum framework.

- We coordinate with external music providers to enrich the school's music curriculum.
- Contributions from these providers are logically sequenced and integrated into the overall music education plan.
- Details on the contributions of Love Music Trust and other providers to the music curriculum are shared on the school website.

Music Curriculum Overview

Sparrows (EYFS)

Autumn: Enjoy and take part in well-known action songs/nursery rhymes, such as 'Twinkle, Twinkle Little Star'. Remember and sing entire songs. Enjoy listening to short poems.

Spring: Sing the pitch of a tone sung by another person ('pitch match'). Begin to explore a variety of musical instruments, exploring the sounds they make through shaking, banging, scraping, etc.

Summer: Create their own songs, or improvise a song around one they know. Play instruments with increasing control and copy a rhythm. Practise performing music/dance/songs/poems solo and as a group.

Technology: iPad - Singing Fingers, Voice Changer Plus; PC - Voice Changer Online & Free.

Robins (Y1)

Autumn: Exploring sounds and beat. Key knowledge includes creating and responding to vocal sounds, exploring changes in sounds, and recognising steady beats.

Spring: Pitch and exploring sounds. Key knowledge includes understanding pitch, identifying and playing high and low pitches, and exploring music to describe the weather.

Summer: Performance and beat. Key knowledge includes developing performance skills, learning to sing songs about travel, and exploring changes in pitch using voices and instruments.

Technology: iPad - Singing Fingers, Voice Changer Plus; PC - Voice Changer Online & Free.

Puffins (Y2)

Autumn: Exploring sounds and beat. Key knowledge includes using voices to describe feelings and moods, and recognising changing tempo.

Spring: Exploring sounds and beat. Key knowledge includes understanding composition, interpreting storyboards with sound effects, and recognising pitch through movement, songs, and listening games.

Summer: Performance and pitch. Key knowledge includes learning to sing as a group, using instruments with a song, and creating class compositions describing sounds and creatures of a pond.

Technology: iPad - Loopseque Kids, Thumbjam, Madpad; PC - Purplemash 2Sequence, tonneatrix.audiotool.com.

Kingfishers (Y3)

Autumn: Performance and composition. Key knowledge includes using voices and body percussion, and creating accompaniments and sound pictures.

Spring: Exploring sounds and structure. Key knowledge includes classifying instruments based on sound, improvising junk jazz music, and exploring different music textures.

Summer: Performance and beat. Key knowledge includes identifying metre, playing independent parts, and performing sequences of sounds matched to visual sequences.

Technology: iPad - Garageband sampler function, Monkeydrum; PC - onlinesequencer.net.

Blackbirds (Y3/4)

Autumn: Performance and composition. Key knowledge includes using voices and body percussion, and creating accompaniments and sound pictures.

Spring: Exploring sounds and structure. Key knowledge includes classifying instruments based on sound, improvising junk jazz music, and exploring different music textures.

Summer: Performance and beat. Key knowledge includes identifying metre, playing independent parts, and performing sequences of sounds matched to visual sequences.

Technology: iPad - Garageband sampler function, Monkeydrum; PC - onlinesequencer.net.

Magpies (Y4/5)

Autumn: Structure and pitch. Key knowledge includes learning a verse and chorus song, exploring layers and layering, and singing in groups.

Spring: Composition and beat. Key knowledge includes copying rhythms and short melodies, identifying the metre of a new song, and playing and singing repeated patterns.

Summer: Notation and performance. Key knowledge includes learning to play a Renaissance dance from notations, combining expressive use of the voice with physical movement, and understanding the history of musical theatre.

Technology: iPad - Garageband, Madpad, Monkeydrum; PC - onlinesequencer.net, drumbit.app.

Owls (Y5)

Autumn: Performance and listening. Key knowledge includes understanding how music is communicated, developing an understanding of musical composition, and listening to music with focus.

Spring: Structure and beat. Key knowledge includes singing in three parts, exploring beat at different tempi, and developing rhythm skills through singing, playing, and moving.

Summer: Composition and performance. Key knowledge includes understanding music narrative, exploring phrase structure of a song melody, and performing ostinati and body percussion accompaniments to a song.

Technology: iPad - Garageband, Groovemaker 2 Free, S4 Rhythm Composer; PC - onlinesequencer.net, drumbit.app, Darkwave Studio, Audacity.

Eagles (Y6)

Autumn: Step dance performance. Key knowledge includes creating and performing a step dance routine.

Spring: Song cycle performance. Key knowledge includes learning and performing a series of songs linked together by a theme.

Summer: Street dance performance. Key knowledge includes creating and performing a street dance routine.

Technology: iPad - Garageband, Groovemaker 2 Free, S4 Rhythm Composer; PC - onlinesequencer.net, drumbit.app, Darkwave Studio, Audacity, BBC Symphony Orchestra Discover.

Music Curriculum Progression

By the end of Y2 most children should be able to:

- **SINGING:** Sing songs across a narrow pitch range of 5 notes with vocal control, accurate pitch, and musical expression. Copy back short phrases from a song accurately.
- **LISTENING:** Listen actively to pieces of music, memorising and recognising key musical ideas and identifying when musical elements change.
- **COMPOSING & IMPROVISING:** Choose and combine sounds as appropriate for a story or other stimulus, varying musical elements to reflect changing moods. Improvise simple musical conversations.
- **MUSICIANSHIP:** Show through movement that they can feel the pulse/beat of a piece, and distinguish between music in 2 and 3 time. Copy back and create rhythms, and use stick notation to represent simple rhythms.

By the end of Y4 most children should be able to:

- **SINGING:** Sing songs within an octave range that include small and large leaps, with accurate pitch, musical expression, and understanding of the principles of good singing. Hold own part in a round or 2-part song.
- **LISTENING:** Use focused listening and aural memory to identify notated rhythms/pitch patterns and musical concepts such as metre, bars, melody/accompaniment, chords/harmony, dynamics, and texture.
- **COMPOSING & IMPROVISING:** Compose an imaginative group piece inspired by music listened to, with a clear musical structure and making effective use of instruments played by the class. Improvise solo for 1 or 2 bars over a backing track, using a limited range of pitches.
- **PERFORMING & READING NOTATION:** Demonstrate skills on a musical instrument with control of basic instrumental technique; pitch a small range of notes accurately, with simple musical expression, playing in time with a backing track and following a conductor. Learn to play short melodies across a small range of pitches by ear, with musical expression, and from simple staff notation.

By the end of Y6 most children should be able to:

- **SINGING:** Perform songs with appropriate musical style across a range of traditions, with accuracy of pitch and rhythm, musical phrasing, a sense of ensemble, and with growing control of the principles of good singing. Hold a harmony part or part in a 3- or 4-part round with confidence.
- **LISTENING:** Use focused listening, aural memory, and musical vocabulary to identify musical ideas from staff notation; and musical features such as chord patterns, syncopated rhythms, musical structures, instrumental playing techniques, and use of technology.
- **COMPOSING & IMPROVISING:** Use instruments, voices, or music technology/apps to compose music with a clear structure, use of chords, and a variety of textures/timbres; review and refine draft versions into final pieces. Improvise pieces freely, with a growing sense of character and musical shape, and improvise around a fixed groove, adjusting ideas to fit with chord changes.
- **PERFORMING & READING NOTATION:** Perform confidently in a mixed instrument ensemble, showing awareness of their role in the music, blending and balancing with other performers, following visual cues from a conductor for timing and musical expression. Play melodies and accompaniments using notes within an octave range, both by following staff notation and worked out by ear, with increasing accuracy, fluency, control, and expression.

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.

Music Tuition and Ensembles

Objective: To provide opportunities for pupils to sing and play music outside of lesson time.

- We facilitate one-to-one, small-group, and large-group tuition for instruments or voice.
- Regular rehearsals and performances are scheduled for school choirs.
- Information on how to join the school choir, including rehearsal times and performance schedules, is shared with parents and carers.

Progression in Music

Objective: To support pupils' musical journeys beyond the core first access experience.

- We facilitate and signpost a variety of progression routes for continued instrumental learning.
- Tuition for disadvantaged children is covered to ensure equal access.
- Detailed progression routes and sign-up information for continued instrumental learning are provided to parents and carers.

Additional Support and Partnerships

Objective: To collaborate with Love Music Trust to enhance the quality and breadth of our music education.

- Love Music Trust programmes are integrated into our curriculum and extracurricular activities.
- Collaborative events and initiatives are shared with the school community.
- Information about our partnership with Love Music Trust, including joint events and initiatives, is communicated to all stakeholders.

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.

Performance Opportunities

Objective: To provide regular performance opportunities for all students.

- We plan and schedule performances each term, including class assemblies, choir events and other group performances.
- Live music experiences, ranging from small to large-scale performances, are organised.
- A schedule of performances, including those involving the school choir, is accessible online.

Engaging the Community

Objective: To contribute to the wider community through music events and performances in partnership with Love Music Trust.

- School resources, such as the hall, are used for community events.
- Music events hosted by the school and Trust, such as the Year 4 instrument showcase, are advertised.
- Upcoming music events and opportunities for community involvement are publicised on the school website and through other communication channels.

Live Performances

Objective: To ensure each year group has the opportunity to enjoy live music at least once a year.

- Live music experiences, including Young Voices, ensemble theatre shows at the New Vic in Newcastle Under Lyme, concerts at Shavington Academy, and Alsager School, are organised.
- A programme of live music events for students is outlined, with dates and details provided.

Music in the Curriculum

Objective: To integrate music across the curriculum to enhance learning in other subjects.

- Learning songs and rhymes are incorporated in Reception, and songs that support mathematical operations are included in Year 6.
- Information on how music is integrated into other areas of the curriculum is communicated through regular updates.

Music Playtimes

Objective: To normalise the use of music throughout the school day.

- Music is played during playtimes for children to find the rhythm and dance or sing along.
- Information on music playtimes and their benefits is shared with parents and carers.

Showcasing Musical Talents

Objective: To provide opportunities for children to showcase their music talents throughout the year.

- Events such as Weston's Got Talent are organised.
- Details of talent showcase events and how to participate are provided to pupils and parents.

Learning About Notable Musicians and Composers

Objective: To educate children about notable musicians and composers.

- Information about musicians and composers is included in the curriculum for different year groups.
- Information on the musicians and composers covered in the curriculum is communicated to parents and carers.

In the future

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

Improvements for Subsequent Years

Objective: To continuously enhance the music education provision at Weston Village Primary School.

- The teaching of new instruments will be introduced.
- Access to musical instruments and resources will be increased through funding
- Termly school performances will be fully factored into whole school cultural plan.
- We will continue to develop music playtimes, where music is played for children to find the rhythm and dance or sing along with.
- Opportunities for children to showcase their music talents through events like Weston's Got Talent will be expanded.
- Learning about notable musicians and composers will be further developed.
- Information on planned improvements and timelines will be communicated through regular updates on the school website.

Further information (optional)

For further information about our school's music development plan, including links to our local music hub partners, other local music education organisations, and contacts, please visit our school website. 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 for support beyond the school. Your local music hub should also have a local plan for music education in place from September 2024 that should include useful information.