

Music development plan summary: Abbey Meads 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	Julie Rowe
Name of school leadership team member with responsibility for music (if different)	<i>Gemma Hayes</i>
Name of local music hub	Swindon Music Service
Name of other music education organisation(s) (if partnership in place)	Swindon Music Cooperative

Part A: Curriculum music

Our school's music curriculum starts with our youngest pupils immediately on entering school following the EYFS Curriculum (Expressive Arts), which then leads into our Key Stage 1 and 2 Music [Progression of Skills](#). Both of these have been developed with consideration to the [Model Music Curriculum](#) and [The National Plan for Music](#). It ensures pupils develop key skills and knowledge within the elements: rhythm, pitch, pulse/beat, duration, instruments and symbols, timbre, texture, tempo and dynamics. This is supported with further information to ensure pupils with special educational needs and disabilities are included with adaptations and alternative methods of recording carefully considered. As part of our long-term plan, pupils have the opportunity to explore and learn a variety of tuned and untuned instruments. This includes tuition on reading musical notation in Years 4&5, whilst learning the recorder from a professional tutor from the Music Service.

The key aim of our music curriculum:

At Abbey Meads, we aim to provide a sense of enjoyment and a positive attitude that inspires pupils to develop a love of music. Our intent is that children explore, appreciate and benefit from music through listening, appraising, improvising, composing and performing activities.

The aim of our music curriculum is to provide all children with a practical, interactive learning experience. We plan opportunities to learn how to listen and appraise, perform using voices and tuned and untuned instruments and compose using instruments and technology. Within this, the children will learn a new vocabulary to describe music –

the inter-related dimensions (elements of music). They will use this vocabulary to support their opinions and judgements of the music. By the end of year 2, all children will have taken part in a final Nativity performance and at the end of year 6, all children will have participated in a 'musical' performance. This is alongside the NC expectations and our own scheme of work. We believe music is special at Abbey Meads as we have a passion and enthusiasm for performance; this is evident in our annual Music Extravaganza, which includes the whole school showcasing their talents in singing and recorders. On top of this, we have our 'Sounds in the Grounds', where music is played on a daily basis as families arrive at school. These pieces of music are linked to our assembly foci and genres suggested in the NC. We embrace and promote diversity in performance choices shared in assembly. Furthermore, we teach notation reading in two year groups specifically (4 and 5). All children are given the opportunity to develop a talent through specific tuition.

Through music, all children will work together, developing creativity and resilience. Music provides opportunities for freedom of expression for all, with differentiation possible by task and outcome.

Cultural diversity and historical knowledge can be taught through music. Cross-curricular links are encouraged within the school curriculum.

At Abbey Meads, we choose to provide instrumental tuition to years 4 and 5 in addition to their curriculum music. Each child receives a recorder and is taught performance skills, how to read written notation and basic theory to support their playing through the Music Service. All other music lessons, however, are taught by the class teacher.

Whilst the NC begins at year 1, EYFS are introducing children to listening to music, responding to music and experimenting with instruments to express their feelings and ideas.

This is further developed within our [Progression of Skills](#) which includes a progression of key vocabulary to be taught. Whilst we have created our own scheme of work based on the NC statements, staff are able to create their own units and deliver these in line with cross-curricular subjects with the additional use of the Charanga scheme.

Pupils are assessed on their knowledge and understanding of key skills and attainment is recorded. At the end of the year, all children are assessed on our internal foundation subject sheets. Assessment data is held in school and is reviewed by our music leader and annually by our senior leadership team. Where possible and appropriate, we use video to record live music making to allow for teacher and leader evaluation of the progression of work. In recorder lessons (years 4 and 5), the assessment is carried out by the specialist tutor. We also use our class music books to collate evidence of pupil and teacher evaluation of practical music, focusing on specific year group criteria. Pupils' attainment in music is also reported annually to parents.

Further information is shared via our [Music Policy](#)

All classes have a minimum of 30 minutes KS1 and 45 minutes KS2 on average. This is reflected in year group timetables. During these times, we focus on the four

elements: singing, listening and appraising, composing and performing, as well as providing other whole school and key stage opportunities during the week.

Singing: Music provision is further enhanced through our weekly assemblies. These are led by senior staff.

During this time, music from a range of genres and cultures is explored alongside singing hymns. This music is also heard every day on the gate as the children and parents arrive.

Listening: In class and in weekly assemblies, our pupils have frequent opportunities to listen to a range of music to develop their musical understanding. Listening to a broad range of music also helps pupils to gain a deeper understanding of how music is structured and the impact it can have on the listener. It also helps to develop other areas of musical activity, including composing and performing. As such, our annual assembly plans reflect the inclusion of Western classical tradition, popular music and musical genres from around the world. Our annual plan for music development during this time is available in school.

Class performances (including Year Group Assemblies) are shared with parents and pupils to enjoy. These include a range of well-known nursery rhymes and songs, and children perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music (Statutory framework for the Early Years Foundation Stage).

All Year 4 and 5 children learn how to play the recorder and read music notation. Weekly lessons are delivered by a music teacher employed through the Swindon Music Service.

Whole-class ensemble teaching is also delivered by class teachers through the use of tuned percussion instruments (glockenspiels).

Composing: As pupils progress through our music curriculum, they have opportunities to create music from different genres and cultures. We recognise that in doing so, pupils are supported in the development of a reliable music memory. As part of this composition, pupils practise improvising, as well as recalling melodies, rhythmic patterns and sections of their own compositions. Children are taught how to compose using technology (Garage Band) and using acoustic instruments. We teach them how to record their work using traditional notation and graphic scores. As year groups, we share and evaluate their creative work, allowing the children the opportunity to appraise their own and others' work. All classrooms have their own set of tuned and untuned percussion, along with additional whole school resources, to support the teaching of composition.

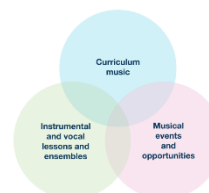
Performing:

Performing takes place in every practical music lesson, as well as in clubs, assemblies and whole school performances. Our annual Musical Extravaganza offers additional

opportunities for children to perform as individuals, ensembles or as whole classes / year groups with a captive audience.

As part of performances, in both the role of performer and audience, we encourage feedback and create an environment where pupils can constructively express their thoughts on performances. This supports pupils in developing listening skills and widening their musical vocabulary.

In developing our music curriculum, we have provided opportunities for wide pupil engagement: curriculum music, instrumental and vocal lessons and ensembles and musical events and opportunities.



Part B: Extra-curricular music

Peripatetic musicians deliver weekly 1:1 music lessons, which currently focus on guitar and piano. Parents pay for these lessons which are provided in partnership with Swindon Music Cooperative although the school may provide financial support for pupils eligible for the pupil premium. As part of this, pupils may be entered to take part in grade examinations.

We support pupils who are part of outside groups including choir and drama groups where singing or music become part of a performance. With a child licence in place, we support pupils' wider opportunities with appropriate time out of school authorised.

As a school, we led a collaboration of school choir members from across the trust to perform at the opening of a Trust wide TDD.

Part C: Musical experiences

All pupils have regular opportunities to enjoy musical performances either in the role of performer or audience.

There is a choir within school (Year 2 - 6) who perform live at the Wyvern Theatre as part of the infant and junior music festivals. Choir rehearsal is delivered after school every week, throughout the year, with rehearsal space provided in school. The choir also performs to the whole school and the wider community on various occasions such as School Fetes, Carol Services and performances in the community. This provision is fully funded by the school.

Each Christmas, parents and carers are invited to attend our annual Carol Service for KS2 and the KS1/EYFS perform Nativity Musicals.

All children perform musical elements within their Year Group Assemblies for parents and Year 6 perform an end of year musical performance.

On an annual basis, all pupils enjoy live performances delivered by the Swindon Music Service: strings, rock and pop, brass and percussion Road Shows. This is organised to ensure pupils experience a range of performances over their time at primary school. This provision is fully funded by the school.

Pupils regularly enjoy travelling theatre group performances in school, elements of which include singing and performance. There may be a request for a small voluntary contribution from parents or the PTA may use funds to support these performances.

We work closely with both the Swindon Music Service (music hub) and Swindon Music Cooperative.

In the future

Moving forwards, we are looking into ways to record our practical classwork so that it can be shared across the school and evaluated more easily.

For those children who struggle with the practical skills of performing and composing, we want to try and engage them in music technology, teaching them about sound production and how sound can be controlled and manipulated.

As part of the curriculum, we intend to highlight the varied choice of careers linked to music. This will not only focus on performance, but on film composers, sound technicians and conductors.

We have plans to expand the collaboration of school choir members from across the trust in the future to a Trust Choir event, including a festival of music involving individual schools and a Trust Choir comprising children from schools across the Trust.