

School Music Development Plan

Sheepy Magna C of E Primary School | 2024/25

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Links:

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Music Mark's resource page](#) for the English National Plan for Music Education

[Leicestershire Music](#) website

School Development Plan

Music Policy

Charging policy for extra-curricular activities

To consider: LM Quality Mark

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 Sheepy Magna C of E, we use the Music Express 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.

The scheme is carefully planned around a framework of spiral learning, and ambitious yet appropriate progression ensures that potential is continually developed, enriched and reinforced.

Our 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 all traditions and communities.

Pupils are taught musical notation and how to compose music.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted Music Express, to ensure that children receive quality music lessons. We cover one unit per term, with music taught as a discrete lesson usually lasting an hour.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- Singing

Singing

Music Express will help children to find their voice, keep it healthy and express themselves with increasing accuracy and control. A diverse range of musical traditions and a deep understanding of the inter-related dimensions are explored continually through the units. Complexity progresses with extended range and phrasing, part-songs, harmonies and performance skills.

Listening

Music Express places strong emphasis on listening skills as crucial to the understanding, interpretation, and life-long love of music. Teachers can be confident that children will encounter some of the pieces mentioned in the MMC expanded upon by a wide range of equivalent works through the scheme. Styles range from early music, classical and modern orchestral tracks to folk, jazz, pop, rock and numerous other traditions. Music from many different countries is embedded as the focus or stimulus for multiple units in each year of study.

Performing

Music Express encourages performance from the very beginning. Musicianship is developed in key areas such as accuracy, expression and ensemble awareness. Each year group has several opportunities to perform musical items from diverse and exciting resources. Children will increasingly make plans and decisions about performance content with options available to perform their own compositions and arrangements.

Composing

Music Express quickly enables children to experiment, arrange, improvise and compose. These skills are carefully supported and each aspect of the inter-related dimensions is explored. Melody, harmony, textures and structures are gradually introduced in a variety of contexts and traditions to instil confidence and enjoyment within meaningful experiences. Teaching materials are provided with various options regarding the use of equipment and technology.

Over the course of a unit, the lessons taught will include performance, improvisation, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

The Music Express spiral curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing more simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

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.

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

Model music curriculum - 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...Opportunities for development should continue beyond the mandatory term.' We have taken the decision to deliver whole class instrument lessons using the Leicestershire music hub every other year. The instrument chosen ranges from brass, to woodwind to ukulele.

[LM 121/ small group tuition](#)

Planning - Our medium-term plans shows which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals. The medium term plans also detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, key stage 1 and key stage 2. Individual lesson plans include guidance on differentiation to allow all children to access the music lessons and subject

specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

SEND - Within our music curriculum, there is great consideration as to how all learners, including SEND are supported in lessons. We will strive to remove barriers to learning for pupils with SEND. Our young people are supported through a range of ways for example extra time may be given for learning songs, musical notation and instruments. On some occasions, adaptations may need to be made for children with physical disabilities or those struggling with sensory issues when ear defenders or breakout spaces may be used. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons.

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions include the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes and school peripatetic teachers.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Resources:

- ☐ percussion instruments
- ☐ glockenspiels
- ☐ keyboards
- ☐ boomwhackers
- ☐ chime bars

☐ Songbooks and Christmas Production packs

☐ CDs

☐ music stands

☐ recorders

☐ drums

[LM Instrumental hire links](#)

[LM Music Tech offer](#)

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as instruments and for composition.

[Free LM Music Educators toolkit link](#)

[Teaching Gadget](#)

[Primary Scheme of work](#)

[YouTube learning resources](#)

Singing

Children regularly sing in lessons, as part of music lessons or other subject areas. This can be used to help pupils to learn key facts and dates and is used in English, Maths, Science, History.

Children hear their teachers singing, modelling breathing, pitch and volume. TAs join in with singing in the classroom and also during weekly singing practice. Singing Collective Worship is lead, usually by the Headteacher with at least 4 other adults in attendance, joining in. The children hear the Headteacher sing and demonstrating how the songs should sound. This a chance to learn new songs and improve singing technique. Each assembly is 20 minutes long and usually covers 3 songs. The music is either accessed from the internet or on CDs as backing tracks.

In addition, there is a song within each daily act of collective worship.

Choirs practice for events such as Christingle, the Carol Service, Easter and the end of year assembly. These take place either in the school hall or the church.

[LM singing projects](#)

[LM singing projects](#)

[Free LM Singing Toolkit](#)

Extra curricular

Extra-curricular Music & Enrichment
We offer extracurricular activities including singing and 1:1 or small group peripatetic music lessons for drums, guitar, keyboard and piano, which also provide children with experience of making music. During the course of the year, pupils in Key Stage 2 also have the opportunity to perform. Small-scale performances takes place in the community, such as events for remembrance or at Christmas where we perform outside the church, or when we help to mark celebrations in the village such as the anniversary of the memorial hall. 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. Singing Assemblies are a weekly highlight and Autumn term rehearsals for our Harvest Festival, Nativity and Carol Concert ensure children develop their singing to high standard. These performance opportunities are a highlight of our school year. Across all key stages, children have a range of opportunities to experience live musical theatre performances. Visitors are also used to enhance the music curriculum where appropriate e.g. drumming workshops. The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and draws 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.
Future
CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery of curriculum music, specifically with regard to the Leicestershire Music Scheme. Musical engagement with feeder secondary schools – look for opportunities to work with feeder secondary school for transition. Fundraising – proactively try to find additional funding for music (e.g. PTA, fundraising in school from performances etc.)

Objectives 2024/25

1. Establish a formal choir that meets regularly and has the opportunity to perform
2. Improve opportunities and progression routes for singing
3. Provide CPD for staff and increase confidence in delivering music

Action Plan

action	link to objective	who	resources or cost	source	music hub support sought	complete by
1 Create regular slot for choir to meet weekly	1	Music Lead	10 sessions x per term on Tuesday after school	Christmas concert / Easter Showcase ticket receipts; ask PTA if shortfall	[Music Service] String tutor to lead	Summer term 2025
2 Contact LM regarding opportunities available	2	Music Lead	No cost	n/a	Yes	Christmas 2024
3 Deliver opportunities that are on offer from LM	2	LM	£500		Yes	Summer 2025
4 Contact LM to ask about CPD	3	Music Lead			Yes	Christmas 2024
5 Pass on CPD opportunities to staff	3	Music Lead	£500	LM	Yes	Summer 2025

Year-end report to Governors

Capture any unanticipated outcomes here and celebrate your pupils' and colleagues' musical achievements, particularly anything that is not reflected in the regular updates above. If there are objectives that have not been fully achieved, note the reasons and whether they will be pulled forward into next year's plan.