



Music Development Plan Summary: Bartons Primary School Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school Music leader	Mrs Briony Knights
Name of local music hub	West Sussex Music
Name of other music education organisation(s) (if partnership in place)	Inclusive Music and Movement

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 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 Bartons, we use the Charanga music programme 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 musical instruments, 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.

Our Music Intention:

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music.

Music is taught by all teachers in all year groups including the PPA teacher. There is a weekly singing assembly that is led by the Music subject leader and the whole school learn songs linked to themes of the year e.g., Harvest, Christmas, and Easter and during productions. These opportunities for singing show the children performing learnt skills and a love of performing.

Pupils at Bartons attend many additional singing opportunities such as Young Voices at the O2, the locality schools singing festivals The Big Sing, The Little Big Sing and singing in the community. We also have West Sussex Music who deliver djembe drumming workshops and peripatetic teachers who teach piano, drums, violin and guitar lessons. Music is everywhere at Bartons and the children show real enthusiasm towards it.

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

In line with the curriculum for music and the guidance from Ofsted, this scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead, the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

How the Scheme is structured -

Each Unit of Work comprises the of strands of musical learning which correspond with the National Curriculum for Music:

1. Listening and Appraising
2. Musical Activities:

1. Warm-up Games
2. Optional Flexible Games
3. Singing
4. Playing instruments
5. Improvisation
6. Composition

3. Performing

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 the Charanga scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term. Music is taught as a discrete lesson usually lasting 45mins. Our lessons are taught with a combination of weekly sessions and focus days.

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
- The history of music
- The inter-related dimensions of music

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 musical activities enables a more secure, deeper learning and mastery of musical skills. The activity manual guides you through each strand of musical learning from Reception to Upper Key Stage 2 in order for you, as a teacher, to plan for your teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills. Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established

musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Lesson Delivery – Within each music session there will be the following elements:

- A clear learning objective with focused success criteria (some of which may be one or two of the unit success criteria) which is used by both the teacher and the children to assess the lesson's work;
- A recap or introduction starter which addresses prior learning or a game or warm up. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
- The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
- The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Music in EYFS - We teach music in the 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.' From September 2023, we introduced peripatetic music teachers to deliver instrument lessons to children throughout the school. These instrument lessons are drums, violin, piano and guitar. West Sussex Music also provide whole class teaching of the Djembe drum in the spring and summer term. This is usually a 10-week programme for one year group chosen. This has historically been for Year 4 pupils. Bartons also has a whole class set off recorders and ukuleles which are then taught throughout the year to Years 3 and 5 (ukulele) and Year 3 (recorders). Written planning is provided showing clear progression for the instrument and how to teach it over a 6/7-week period.

As a class, Years 2, 3 and 5 attend 'The Big Sing' and 'Little Big Sing' organised by West Sussex Music This is a fantastic opportunity to meet with other locality schools, share our love of music and attend workshops developing the children's pitch, rhythm, tempo, harmonies and notation.

Knowledge and skills maps – these provide a summary of our intent for each unit of learning. They detail the key tier 3 vocabulary that children will learn, alongside the key knowledge.

Planning - Our medium-term plans show which of the units cover each of the National Curriculum statements, as well as the strands within it, and which units cover the Early Learning Goals and learning areas for both the prime and specific areas in EYFS. The medium term plans also detail the progression of skills and knowledge within each year group to ensure that the curriculum content is 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.

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 lessons.

Assessment – Children are assessed by on-going Assessment for Learning (AfL) practices (established in the school) within class and group sessions. The last lesson in each unit is filmed to ensure teachers can assess the children progress. This is then uploaded to our shared online learning platform for teachers to view and the Music leader to assess. Children who are showing a greater depth understanding are also challenged further and signposted to external musical programmes.

Assessments are used diagnostically by teachers to evaluate learning and to inform teaching. Children can be assessed either individually or in small groups or by whole class discussions/ activities.

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. Formative assessments are recorded on our Foundation Subject Assessment trackers.

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

Resources - We have a range of percussion instruments. There is a central store of:

- large percussion instruments
- selections of instruments from other cultures
- xylophones & glockenspiels
- boom whackers
- piano
- Out of the Ark resources
- Songbooks and Christmas production packs
- CDs
- music stands
- recorders
- drums (Djembe)
- a full drumkit
- Ukuleles
- Sing Up resources
- Charanga resources

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.

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.

West Sussex Music has provided various workshops and whole-class tuition in recent years, from performance in assembly to whole class music tuition for the ukulele and djembe drums. The whole-class tuition programme has provided high-quality music education, tailored to meet the needs of our pupils.

We offer extra-curricular activities including drumming, singing and 1:1, or small group peripatetic music lessons, for drums, guitar, violin and piano, which also provide children with experience of making music. An increasing proportion of pupils are involved.

During the course of the year, pupils in Key Stage 2 also have the opportunity to perform with the Young Voices choir at the O2 in London, and attend the 'Little and Big Sing' festivals held at local schools with the other locality schools. The children attend weekly singing music assemblies held by our Music subject leader where they learn various songs related to different themes throughout the year.

The Young Voices choir also attend residential homes over the Christmas period singing Christmas carols to their residents and the community.

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.

Across all Key Stages, children have a range of opportunities to take part in musical performances, such as Christmas plays and nativities, Carol concerts, UKS2 summer productions, and Arts focused outcome events.

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 and PE.

Visitors are also used to enhance the Music curriculum where appropriate e.g. African Drumming for the 'Out of Africa' topic.

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

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.

- 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.
- CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery.
- Links with external music organisations – to support recruitment of children for instrumental lessons and after school activities, alongside inspiring future musicians and opportunity to see a live concert. What are the opportunities? Maintain ongoing contact. West Sussex Music.
- Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend: Young Voices, Spring Music Showcase Concert – for visiting music teachers’ students, choir and music ensemble; class music assemblies for parents showcasing music curriculum music; Nativities and class/key stage productions.
- School orchestra/ ensemble – build uptake of instruments to work towards a school orchestra. Attempt a music ensemble paid for by children to be run by a visiting music teacher.
- Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary school and local University for transition.
- Additional funding from the Music hub/charities/fundraising – proactively try to find additional funding for music (e.g. PTA; local charities; fundraising in school from performances etc.)