

CHURCH LENCH FIRST SCHOOL

MUSIC DEVELOPMENT PLAN 2024/ 25

Academic year this summary covers	2024/ 2025
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Name of the school Music Lead	Emilia Munro
Name of the local music hub	
Music education partnerships	Rock Steady/ Severn Arts

This is a summary of how Church Lench First School delivers music education to all our pupils across three areas:

- Curriculum music
- Extracurricular provision
- Musical experiences.

This summary also includes changes we are planning in the future years.

This information is to help pupils and parents/ carers understand what our school offers and who we work with to support pupils' music education.

Part 1 CURRICULUM MUSIC

Curriculum music is music taught in lesson time to all pupils.

Class/ Year group	Time dedicated to curriculum music teaching each week	Time dedicated to curriculum music teaching each week (Severn Arts/ Rock Steady/ Choir)
Class 1 Reception/ Year 1 (EYFS/ KS1)	All terms: 30 minutes (+ continuous provision)	Rock Steady- 30 minutes
Class 2 Year 2/ Year 3 (KS1/ KS2)	All terms: 45 minutes	Rock Steady- 30 minutes Severn Arts- 20 minutes Choir- 30 minutes
Class 3 Year 4/ Year 5 (KS2)	All terms: 1 hour	Rock Steady- 30 minutes Severn Arts- 20 minutes Choir- 30 minutes

At CLFS we use the Kapow Primary scheme across the school. Our school we operate on two-year cycles A and B and the lessons are planned accordingly.

Our scheme of work fulfils the statutory requirements of the National Curriculum and the National Curriculum for Music and aims to ensure that all pupils:

- Listen to and evaluate music from diverse time periods and cultures, genres, styles and traditions, including the work of the great composers and musicians.
- Learn how to create and control sound using their voices and compose music on their own and with others. Have an opportunity to learn tuned and untuned musical instruments, use technology and to have an opportunity to progress to the next level in musical experience.
- Understand and explore how music is created, produced and communicated through various notation systems and dimensions: pitch, dynamics, tempo, timbre, texture, structure, duration and musical notation.
- Improvise and compose music using available resources.
- Perform musically in front of audiences of varying sizes and have the opportunity to perform during assemblies and festivals.

Our intention is to help the children to feel that they are musical and to develop a long- life skill and love of music. Each class teacher uses the 'Kapow' scheme and adapts it to ensure every child can access, enjoy and develop musical skill at school. The program allows children to review, remember, deepen and apply their understanding of music.

We explore music through the inter- related dimensions of music, such as: performing, listening and composing. At CLFS we focus on developing the skills, knowledge and understanding that children need to become confident musicians. Children have opportunities to develop singing skills, play tuned and untuned instruments, improvise and compose, listen and respond to music.

Children are taught to explore music through body percussion and vocal sounds which develops the building blocks to understand the musical elements without the added instruments. Following the progression steps we introduce pupils to music from all around the world helping them to understand the history and cultural context of the music that they listen to and teach them to respect and appreciate the music from different countries and cultures. As children progress through the school, we expect them to maintain focus and concentration for longer periods of time. Children will also start to learn how music can help them to recognise feelings and emotions.

Through music, children will learn musical terms and their meanings and how to use these when composing and performing music.

Teachers are expected to produce inclusive lessons for all children to access the music curriculum in a fun and engaging way, further promoting their love and passion of music.

Each class teacher plans their music lessons from the 'Kapow' scheme of work which build on our termly topics, interest and progression of learning. Our yearly plans are based on a two-year rolling cycle and are a mix of two year groups. It is the teacher's role to make sure they use a range of methods to deliver fun and engaging lessons for all pupils.

Curriculum Music Plan

Class 1 (EYFS/ KS1)	Lessons opportunities to sing and play instruments	Lesson performance opportunities
Cycle A		
Autumn 1 Exploring sound	Experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.	Explore how to use voice and bodies to make sounds.
Autumn 2 Musical stories	Based on traditional children's tales and songs. Learn that music and instruments can be used to convey moods or represent characters.	Using instruments to represent characters.
Spring 1 Sound patterns	Practising different sound patterns using instruments.	Using instruments to tell the story of the 'Three little pigs' to the class.
Spring 2 Pitch	Using tuned percussion instruments to play a simple tune.	Performing superhero theme tunes as a group to the class.
Summer 1 Music and movement	Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	Perform action songs through movement to music.
Summer 2 Big band	Learning about the four different groups of musical instruments, following a beat using an untuned instrument.	Performing a practised song to a small audience.
Cycle B		
Autumn 1 Keeping the pulse	Singing a sentence, keeping a steady pulse. Keeping the pulse of the music and playing sound patterns using body percussion and untuned instruments.	Performing to the class in pairs to show pulse and rhythm.
Autumn 2 Celebration music	Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	Perform to the class music from different cultures.
Spring 1 Musical symbols	Using tuned percussion and clapping to play different symbols to represent the sea.	Performing under the sea sounds as a group to the class.
Spring 2 Tempo	Singing a short chant and song. Keeping the beat to a chant and song, using instruments.	Performing to the class in pairs, demonstrating a song at varying speeds.
Summer 1 Transport	Using voices, bodies and instruments to explore different types of transport.	Perform a simple score, identify and mimic transport sounds and interpret and
Summer 2 Africa	Using body percussion and voices to share call and response patterns.	Performing different call and response patterns in groups to the class.

Class 2 (KS1/ KS2)	Lessons opportunities to sing and play instruments	Lesson performance opportunities
Cycle A		
Autumn 1 Pitch: Musical Me	Using tuned percussion instruments, children read from a score and perform a song.	Performing 'Once a man fell in a well' as a class using voices and instruments.
Autumn2 Creating composition in response to an animation	Playing melodies and rhythms on tuned instruments which represent a section of animation.	Performing a group composition to represent an animation.
Spring 1 Instruments	Working in groups to use instruments and create music that matches a storyboard.	Working as a group to perform music to match the story of 'Jack and the Beanstalk.'
Spring 2 Traditional instruments and improvisation	Practising a traditional Indian song	Performing the song 'Anile Vaa'.
Summer 1 Contrast dynamics	Using vocal sounds and instruments to create space soundscapes.	Performing a space soundscape and sharing space symbols as a group.
Summer 2 Jazz	Experimenting with scat singing and syncopated rhythms.	Performing a jazz version of a nursery rhyme.
Cycle B		
Autumn 1 Singing	Learning to sing three folk songs and using voices and body percussion.	Performing a folk song and composition as a group.
Autumn 2 Orchestral instruments		
Spring 1 Pentatonic melodies and composition	Practising playing a pentatonic melody.	Performing a piece of music to represent the Chinese New Year.
Spring 2 Ballads	Singing in time and in tune with a song and incorporating actions.	Performing their own ballad in groups and incorporating actions.
Summer 1 Adapting and transporting motifs	Learning to sing a song with a variety of pitches.	Performing 'The Road building song' as a class.
Summer 2 Structure	Using instruments to perform different sound patterns.	Performing sound patterns as a group using instruments.
Class 3 (KS2)	Lessons opportunities to sing and play instruments	Lesson performance opportunities
Cycle A		
Autumn 1 Developing singing technique	Practising different warm ups and learning a song using a variety of different pitches.	Performing a song about the Vikings with associated actions.
Autumn 2 Composition to represent the festival of colour	Creating a vocal piece to represent a picture.	Performing a vocal class composition
Spring 1 Changes in pitch, tempo and dynamics	Creating and practising vocal and percussive ostinatos.	Performing different ostinatos to represent a river in groups.

Spring 2 Body and tuned percussion	Experimenting with combining body percussion and tuned percussion instruments to create rhythms of the rainforest.	Performing group rainforest compositions to the class.
Summer 1 Samba & carnival sounds and instrument	Practising a piece of music with four layers.	Performing a samba piece as a class.
Summer 2 Composing and performing a leavers song	Creating and practising a leavers' song.	Performing leavers' song in assembly.
Cycle B		
Autumn 1 Blues	Practising the 12 bar blues chords and accompanying bass line on instruments.	Performing the 12 bar blues and improvisation in pairs.
Autumn 2 Musical theatre	Creating a musical theatre scene.	Performing a scene as a group to create a short class musical.
Spring 1 South and West Africa	Singing unaccompanied and incorporating movement	Performing 'Shosholoza' as a class.
Spring 2 Haiku, music and performance	Creating music to compliment a Haiku, using voices and instruments.	Performing music outside to celebrate Hanami.
Summer 1 Rock & Roll	Learning a walking bass line on instruments.	Performing a Rock and Roll song as a class using their voices and instruments.
Summer 2 Composing and performing a leavers song	Creating and practising a leavers' song.	Performing leavers' song in assembly.

Implementation

In accordance with the national Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adapted the 'Kapow' Scheme to ensure that children receive quality music lessons throughout the year. We cover one unit per half-term. Each unit combines performing, listening, composing and encourages pupils to explore music enthusiastically. The scheme ensures that children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play instruments to create and express their own and other's music. Children have many opportunities to explore sounds, listen actively, compose and perform. During music lessons children are given opportunities to learn musical vocabulary. They will learn to recognise and name interrelated dimensions of music: pitch, duration, tempo, timbre, structure, texture and dynamics. The children are given opportunities in lessons to apply their skills and given the opportunity to perform compositions collaboratively.

Music in the Early Years

Child-led learning plays a large part in the Early Years curriculum. Supporting children in following and exploring their own interests allows for a greater depth of learning and understanding and much higher levels of well-being and involvement. We support children in their use of music as part of child-led play, singing songs, listening to music and dancing or playing instruments. This allows them to express their creativity and emotions, as well as reaching a deeper level of musical understanding.

We ensure we have musical instruments and equipment available as part of our continuous provision. This means that it is accessible to children at all stages of their learning. Provision can be enhanced by adding additional resources to support projects but the foundation resources should always be available. Enhanced provision is normally provided to encourage consolidation of learning after a lesson, in response to children's expressed interests or a seasonal event. Children will be able to display their musical knowledge through their play on a regular basis.

Planning

Our long-term plans show the units that cover each of the national curriculum targets and which unit covers development matters statements in Early Years Learning Goals. The plan details the progression of skills and knowledge within each class to ensure targets are met by the end of EYFS, KS1 and KS2. The Music Lead has carefully produced the long term plans for each class to reflect their current learning and interests. Teachers plan and deliver weekly lessons in classrooms. We recognise that there are children of different musical abilities in all classes, including children with SEND. We provide and adapt the learning opportunities for all children by matching the challenge of the task to the ability, removing any barriers to learn and adopting positive approaches to enable all the children to achieve and succeed in music.

Assessment

Assessments are used by teachers to evaluate the learning of individual children and groups of children. This helps teachers assess the skills and knowledge and plan the next steps of music provision.

Teachers assess the children at the end of each unit using the 'Kapow' Scheme assessment tools as well as questioning children's knowledge and understanding during each music lesson.

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

Extra- curricular music and enrichment

Severn Arts provides extra-curricular lessons for children in classes 2 and 3 on 1:1 basis. These include: clarinet, violin, guitar or saxophone. Lessons are booked and paid for by parents/ cares of the children.

During the course of the year, pupils in Classes 2 and 3 have the opportunity to sign up to the school choir and perform during assemblies, festivals and collective worship sessions.

Musical Experiences

We organise other musical events and opportunities for the children in our school. In addition to singing and performing in assembly and church festivals children take part in other musical experiences. Shows and trips to professional concerts are planned for small groups of children or as a whole school experience. We also give children the experience of attending live theatre performances (panto) and inviting local musicians to introduce the children to new instruments, skills and interests.

We also sign up to Rock Steady. This company gives children the opportunities to learn an electronic instrument and to find a sense of belonging through new friendships and a shared love for music, whilst boosting social skills, wellbeing and confidence. Bands are created to give children opportunities to learn

and to play an instrument and perform a pop song to a larger audience at the end of a term and showcase what have they learnt.

In the future

Our Music Action Plan for each academic year highlights targets and plans for delivering music lessons and opportunities at CLFS. We are committed to continually enhancing our music offer to all pupils.

We welcome any suggestions and encourage others to contact the school if they have any ideas on how we can further improve our musical opportunities.