

# Music development plan summary: Easingwold Community Primary School Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	August 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Mrs Robson-Beck
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	North Yorkshire
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.

## 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.

<p><b>Time allocated to Music Lessons:</b></p> <p><b>Reception:</b> listening to, learning and reciting rhymes, chants and singing songs - Daily, - one rhyme/song/poem taught in We Love to Read time - 15 minutes daily as detailed on curriculum plans.</p> <p><b>Curriculum skills sessions:</b> at least one hour-long session once per half-term from Autumn 2 onwards.</p> <p><b>Time in provision,</b> playing and learning after curriculum skills sessions have commenced - as detailed on curriculum plans.</p> <p><b>Year 1 and Year 2:</b> Songs/poems/rhymes/chants time for 25 minutes daily in Year 1, 20 minutes daily in Year 2. Children learn and perform the same piece every day for the whole week. The songs, poems, rhymes and chants have been mapped out to show progression as the interrelated dimensions of music are built up - these are detailed on the half-termly and weekly curriculum plans. <b>Year 2 additional:</b> Each term, one unit from Charanga is included as the song for the week, allowing children to</p>
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experience playing tuned percussion, improvising and composing. This supports their transition to the Key Stage 2 Music curriculum.

**Listening chronology sessions:** are built in at the end of each term, using a progression of Music taken from the Model Music Curriculum.

**Curriculum skills sessions: These** are one hour long and Music teaching is mapped out within the curriculum plans over the year.

**Time in provision,** playing and learning as detailed on weekly plans. In Year 2, this will be when the outside areas are in use.

**Years 3-6:** Fortnightly 45 minute Music lesson.

**In the week that French is taught,** a 10 minute listening calendar piece is listened to and appraised. The listening calendar piece builds in chronology from Early Music to the 20th Century and beyond, then including African and Bhangra, Latin and Music from Film, TV and Musical Theatre. This supports an understanding of chronology as well as different styles and genres alongside the range covered in main Music lessons.

**Rhythm and Composition with untuned percussion:** To complement the listening calendar work and main curriculum, children also have dedicated opportunities to learn about and compose with rhythm, building from blobs as symbols to musical notes, using different time signatures as detailed on the medium-term plan.

**Singing Assembly** once a week for 15 minutes.

## **Music Curriculum**

At Easingwold Community Primary School, our Music curriculum is planned across all years in line with the Early Years Foundation Stage Statutory Framework and the National Curriculum.

**In Reception Classes,** Music is planned and delivered through weekly, mapped out poems, songs and rhymes. Children play tuned and untuned instruments; these are also used in provision. Children are provided with opportunities and encouragement for sharing their thoughts, ideas and feelings through musical activities in planned group sessions and within the areas of provision to ensure that they:

- begin to build a repertoire of songs and dances.
- explore the different sounds of instruments.

**In Key Stage 1,** the children will be given experience in, and the opportunity to develop to their fullest potential in, the following:

- using their voices expressively and creatively by singing songs and speaking chants and rhymes.
- playing tuned and untuned instruments musically.

- listening with concentration and understanding to a range of high-quality live and recorded music.
- experimenting with, creating, selecting and combining sounds using the interrelated dimensions of music.

**In Year 1**, Music is planned to mirror the Early Years experience, building their skills and knowledge to reflect the Key Stage 1 National Curriculum. Children learn to sing a variety of songs, rhyme and chants. Within the context of these songs, children are taught to play tuned and untuned instruments. These are also used in provision. Children learn about the interrelated dimensions of **PULSE** - the steady beat, **RHYTHM** - the pattern of the words/notes, **PITCH** - high and low sound/notes, **DYNAMICS** - loud/quiet, **TEMPO** - fast/slow, **TIMBRE** - the sound of voices and instruments. The Sing Up song bank is used extensively to provide quality examples of songs, rhymes and chants.

**In Year 2** children are taught skills to build on the skills and knowledge from Year 1, through the Key Stage 1 National Curriculum. They follow the same teaching and learning structure as in Year 1, with a greater focus on playing tuned and untuned instruments, as well as improvising. Children learn about the interrelated dimensions of **PULSE** - the steady beat, **RHYTHM** - the pattern of the words/notes, **PITCH** - high and low sound/notes, **DYNAMICS** - loud/quiet, **TEMPO** - fast/slow, **TIMBRE** - the sound of voices and instruments, **STRUCTURE** - introduction (intro), verse, chorus, outro. Sing Up is still the main resource for songs, rhymes and chants. Additionally, three units from Charanga are used, once each second half term to support playing tuned percussion, performing with the song and improvising.

## **In Key Stage 2**

Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils are taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the interrelated dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand staff and other musical notations.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

Using the Charanga Original scheme, the children follow a carefully mapped out progression of skills and knowledge, offering them a wide and rich Music education. The Charanga Original Scheme meets the statutory national curriculum requirements for Music.

Music is taught on alternating weeks (alternating with French) to ensure a broad and balanced curriculum, delivered through three units per year. Units have been selected to give a wide coverage of different musical styles and genres. Each week that French is taught, there will be a ten minute Music Listening Centre activity, based on a 4 year cycle, moving through from early music, through each main music era and into contemporary and modern times. This extends the reach of our main music teaching of the National Curriculum requirements to ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.

### **Increasing access for disabled pupils and supporting pupils with special educational needs (SEND)**

Teachers will liaise with the Music Leader. If a pupil's needs cannot be met by our existing curriculum, we have access to the Everyone Can Play resource from Charanga. Adapted instruments will be sourced if required. The Music Leader will also liaise with our school SENDCO and the Music Hub if guidance/support is required.

### **Opportunities to sing**

Reception and Key Stage 1:

Pupils

- have opportunities to sing daily through the mapped out songs, rhymes, poems and chants and in provision;
- learn songs from different cultures and festivals;
- are encouraged to perform in groups or by themselves;
- learn a story and songs off by heart which they perform as part of a Christmas showcase to parents
- perform during child initiated learning time in the areas of provision.

Key Stage 2:

Pupils

- sing in every Music lesson
- perform solo, in small groups and as a whole class in lessons;
- sing songs from different styles, cultures and traditions;
- learn songs for a whole phase performance at the Galtres Centre.

Singing Assembly

- Years 3 to 6 - weekly singing assembly;
- sing as a large ensemble as part of the wider school community;
- sing songs based on themes, seasons or festivals from a range of cultures;

Whole school - sing in church/school at Harvest, Christmas and Easter service

### **Opportunity to play an instrument**

In Reception and Key Stage 1:

- play untuned and tuned percussion instruments as part of their planned curriculum and in the areas of provision;
- tuned percussion will include rainbow colour-coded hand/desk bells, glockenspiels and boomwhackers.

In Key Stage 2:

- pupils play glockenspiels weekly from the second week of every Charanga unit. a class set of recorders, used for an extra curricular club (see Part B);
- have experience of using chime bars, boomwhackers, hand bells as tuned instruments;
- use untuned percussion, including drums
- teachers incorporate percussion instruments into the skills progression for rhythm and pulse.

Children have the opportunity to evaluate their own performance and the performances of others, in the moment and through watching recordings of their performances. They will know how well they perform in music lessons through this feedback and also feedback from their teachers. Oral sentence stems support this skill as it becomes established.

### **Whole-class ensemble teaching**

Through the Wider Opportunities scheme, provided by North Yorkshire Music Hub, children in Year 5/6 will receive weekly tuition in brass instruments for one term. There will be opportunities for them to practise and perform in school time. Additionally, an after-school club will be offered once this is embedded.

### **Partnerships to support curriculum Music**

- The Music Leader consults the Hub team when needed;
- Wider Opportunities whole class instrumental lessons.

## **Part B: Music tuition, choirs and ensembles.**

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.

### **One-to-one and small-group music tuition**

Music lessons are offered by North Yorkshire County Music Service. The Service offers a discount for families with more than one child having lessons and remission schemes for qualifying benefits.

Currently, some pupils receive guitar tuition through this service.

Further instruments are offered by private approved providers.

Any low income family can apply to the Beckwith Trust for support with music lessons and this is encouraged during our Pupil Premium parent meetings and regular reminders in newsletters.

Information is available on our school website and at <https://www.northyorks.gov.uk/education-and-learning/school-music-service>

We have requested a demonstration lesson from the Music Service to inspire and encourage the children. Uptake in these lessons is low since the pandemic and we are passionate about changing this! Regular reminders about these opportunities are given in assembly, newsletters and after musical performances.

Some children may be learning instruments outside of school and we can signpost them to the Music Hub so that they can attend Music Centres at one of six sites across the county, allowing them to perform in ensembles.

Easingwold Town Band promotes attendance at their weekly band practice whenever they play for us in school. This is part of their youth development scheme. Some current and former pupils continue to participate in this.

### **Choir**

A weekly, after-school choir is available for Years 1-6.

### **Instrument Practice for Whole Class Music Instruction**

When our pupils have developed skills and knowledge in their instruments, we plan to offer an extra curricular practice club.

Children will have the opportunity to perform to the whole school when they are ready.

## 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.

### **Singing Assembly - Years 3-6**

Children take part in a singing assembly for 15 minutes every week, where they learn traditional hymns, popular songs and songs that often support a current theme in school, e.g. Harvest. Singing assembly enables pupils to learn and rehearse songs for services and events, as well as singing for enjoyment as part of a larger ensemble and as a school community. In non-Young Voices years, songs are mapped out according to the time of year and to match themed weeks/months. Alongside this we will sing old favourites or songs requested by the children via the Music Ambassadors.

### **Music Ambassadors**

Each year, a number of Year 6 children choose to become Music Ambassadors. They have the opportunity to discuss and plan projects together and with the Music subject leader. Music Ambassadors will organise the playing of Music for Friday assemblies. They will introduce and give context to the piece. They may also introduce instruments in this slot during the summer term.

### **Musical Performances, Concerts and Shows - the children as performers**

- a story-based or musical showcase at Christmas in Reception, Year 1 and 2
- an end of Spring Term production in Year 3 or 4;
- an end of Summer Term production in Year 5 or 6;
- Christmas services at the local church - Key Stage 1 and 2;
- Christmas Light Up a Life Service - all years;
- Old Boot Shop Christmas Service - one class.
- Young Voices online performance in February 2024 - Key Stage 2.

Harvest, Christmas and Easter church/school service

### **Young Voices - Year 3-6**

- Every other year, we take all of KS2 to perform in Young Voices at Sheffield Arena.
- In our school, we pride ourselves on our pupil offer and this is an opportunity to take part in a very large scale event in a professional arena and is something that will stay with our children for a lifetime.
- **We are delighted to offer this opportunity free of charge due to the generous funding by The Beckwith Trust. This allows all pupils to take part.**

### **Musical Performances, Concerts and Shows - the children as the audience**

- three performances a year by Easingwold Town Band;
- visit a pantomime in the year we do not attend Young Voices; - TBC
- Playground Proms - June 2024
- Other opportunities made available through the Music Hub.

### **Music Hub**

We take up opportunities from the North Yorkshire Music Service Music Hub:

- seeking advice when needed;
- ordering the whole class instrumental tuition;
- requesting an instrument demonstration assembly to increase uptake of lessons;
- The Music Leader knows what is available to pupils and can signpost staff and parents, where appropriate.

## In the future

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

### Part A: Curriculum music

#### Areas identified for development in 2024-2025

- to embed Sing Up as a resource to revise progression of songs, chants and rhymes in Reception, Year 1 and 2;
- to review and embed composition using Music technology In Key Stage 2;
- to include more percussion in rhythm and pulse teaching;
- to conduct and audit and stock replenishment of percussion instruments, including drums;
- teachers to highlight any ongoing CPD needs;
- teachers to identify any children needing SEND support to access lessons;
- to use Pupil Voice to enhance and adapt provision.

### Part B: Music tuition, choirs and ensembles.

#### Areas identified for development in 2024-2025 and beyond:

- demonstration assembly requested from North Yorkshire Music Service;
- practice club for whole class instrumental tuition;
- ensure Pupil Premium meetings include signposting to Music tuition and remissions;
- signpost children learning instruments outside of school to the Music Centres;
- Once tuition uptake has increased, provide opportunities for children to perform to the school, at events and to parents; this may take more time to embed;
- develop the role of Music Ambassadors further to collect pupil choices for singing assembly songs.

### Part C: Musical experiences

#### Areas identified for development in 2024-2025 and beyond:

- ensure children have opportunities to experience live music from a wider range of styles and cultures;
- explore other opportunities and events for children to perform at.

## Further information

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 to for support beyond the school.