

# Music development plan summary: Farndon Fields Primary School

## Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Isabel Ainsworth-Smith
Name of school leadership team member with responsibility for music (if different)	Simone Harrison
Name of local music hub	Leicestershire
Name of other music education organisation(s) (if partnership in place)	Great Bowden Recital Trust

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, extra-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

The school uses the Primary Leicestershire Music to teach music.

Pupils in year 1-6 attend, 15-minute singing assemblies fortnightly and receive 36 hours of taught music lessons across the academic year. These are delivered in line with our [accessibility plan](#), to ensure that our pupils with SEND are well supported to access the full music curriculum.

- Pupils have the opportunity to learn to sing through singing assemblies.
- The school works with the Leicestershire Music hub to support curriculum music, with ongoing support for staff in the delivery of the scheme of learning.

## Curriculum

At Farndon Fields, we use the Leicestershire Music scheme Primary 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 instruments, improvising and composing music, and listening and responding to music.

Our curriculum introduces children to music from all around the world and across generations, 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.

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, skilled communication, self-regulation, leadership, creativity, 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, aligning with our 21<sup>st</sup> C learning design approach.

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Leicestershire Music Scheme, to ensure that children receive quality music lessons throughout the year

Music is taught as a discrete lesson. Some year groups teach it weekly / fortnightly while others build it into blocks of learning.

Leicestershire Music scheme provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music.

Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions. The children are given opportunities to apply their skills and given a chance for collaboration through composition.

Leicestershire Music Scheme's Primary Music 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 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.

### **Adaptive Teaching**

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 age and stage 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 current attainment of the child;
- Using classroom assistants to support the work of individuals or groups of children

### **SEND**

We 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.

### **Assessment**

On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

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. 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**

There is a central store of:

- percussion instruments
- keyboard
- Songbooks and Christmas Production packs
- music stands
- recorders

## **Part B: Extra-curricular music**

The school offers a range of one-to-one and small-group music tuition beyond the core music curriculum during the school day and after-school. These opportunities are provided by Great Bowden Recital Trust and a range of peripatetic instrumental teachers. This tuition includes opportunities to complete grade examinations with the following instruments:

- Woodwind
- Violin / strings
- Keyboard / piano

- Guitar

Pupils in Year 1 -4 can join GBRT Music Makers after school club at various times across the year, learning to use their voices and bodies to engage with and perform music. This is paid for by parents & carers.

Pupils can access musical tuition subsidised by GBRT or Leicestershire Music Hub after school and have access to their youth singing and instrumental groups.

## Part C: Musical experiences

Fortnightly singing assemblies include working towards performances to peers and parents/carers, including during our annual Christmas performances, Harvest assembly, and class assemblies. This includes learning to sing in rounds using pre-recorded music and a capella.

The school hosts an annual musical theatre performance in the autumn term for all pupils to enjoy. This is fully subsidised by the PTA..

Pupils have the following opportunities to perform in concerts throughout their time at our school:

- EYFS: Musical Nativity (December)
- Year 1 & 2: Nativity performance (December)
- Years 1-6: Class assemblies, Harvest Assembly
- Year 5&6 Leavers' Musical (June)

Pupils taking instrument tuition have opportunities to perform in assemblies throughout the academic year. Pupil who learn instruments at school or at home are invited to participate in the local secondary school's Primary Music Day, spending a day with primary pupils from across the town to develop an ensemble performance, shared with families at the end of the day.

## In the future

Reviewing the time budget for music and ensuring there is the equivalent of at least one hour each week of the school year for key stages 1 and 2

Establishing a school choir Years 4-6

Identifying and embedding a performance opportunity specific to Years 3 & 4

Implementation of whole class recorder sessions in KS1

Opportunity to participate in additional performance opportunities organised by the Trust and Leicestershire music,

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.

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 and after school activities, alongside inspiring future musicians and opportunity to see a live concert.

Further musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary school for transition.

Identifying funding and opportunities to support introduction of whole class instrumental music teaching.

Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. PTA; local charities; fundraising in school from performances etc.)