

# Music Development Plan Summary: Donisthorpe Primary School



## Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Sarah Rundlett
Name of local music hub	Leicestershire Music Hub
Name of other music education organisation(s) (if partnership in place)	NA

*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.

**Curriculum** – At Donisthorpe, we use the Leicestershire Music Primary Music Scheme across the school.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014) and meets the expectations of the Model

Music Curriculum (2021). The scheme 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. We explore music through the inter-related dimensions of music: rhythm, pitch, temp, dynamics, timbre, texture and structure. 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 Leicestershire Primary Music scheme is a whole school scheme; within each year group, the learning is organised into 6 units: Pulse, Voice, Rhythm, Pitch, Technology, Structure & Form and 20<sup>th</sup> Century Music. It offers learning which is interesting and age-appropriate, and which has music learning at its core. Each lesson builds systematically on previous learning – both within a unit, across a year group and across key stages, enabling children to be ready for the next stage in their musical education. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school.

The Leicestershire Music Scheme is designed as a spiral curriculum with the following key principles in mind:

Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.

Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.

Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all 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.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

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 the Leicestershire Music Scheme, to ensure that children receive quality music lessons throughout the year – we aim to cover one unit per six-week period. Music is taught as a discrete lesson (usually lasting 45mins-one hour) and within cross-curricular learning.

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

Each unit within our scheme combines these strands and is designed to capture pupils' imagination and encourage them to explore music enthusiastically.

The 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 within 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.

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

A clear Learning Objective with focused 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. It could also include attention grabbing starters that introduce the children to the theme of the music unit.

A main activity where the children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.

An opportunity to reflect on their learning during the lesson

Assessment opportunities for the teacher in order to ensure progression of learning

Over the course of a unit, the lessons taught will include performance, 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 Leicestershire 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). Lesson plans for EYFS (along with those in Year 1 and Year 2) include suggestions for activities ideal for use within continuous provision, thus aligning with our vision for optimum learning for our younger children.

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.' Once again this year, we will be using Leicestershire Music's Whole Class Instrumental teaching (WCIT) to deliver ukulele tuition to our Year 4 pupils for the whole academic year. These high-quality lessons, taught by a specialist teacher, will take the form of whole class instrumental sessions. As part of this offering, Year 4 pupils have the opportunity to bring home a school ukulele so that their learning can continue outside of lesson time.

**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 for both 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 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.

**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 including:

- 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.

**Assessment** – Opportunities for on-going Assessment for Learning (AfL) are embedded in The Leicestershire Primary Music Scheme. These include the sharing of and reference to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. The first and last lesson in each unit may also be recorded as an assessment tool. Children who are showing a greater depth understanding are also offered opportunities for extension and signposted to external musical programmes.

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. 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:

- untuned percussion instruments
- instruments from other cultures
- tuned percussion – eg glockenspiels
- environmental sound-makers e.g. buckets, shakers
- keyboards & a piano
- Songbooks, Christmas Production packs and Sing Up resources
- CDs
- music stands
- recorders

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 to capture sound, as instruments and for composition.

## **Part B: Extra-curricular Music & Enrichment**

Our extra-curricular offering includes guitar lessons and piano tuition, which also provide children with experience of learning an instrument and making music. An increasing proportion of pupils are involved.

Our weekly singing assemblies offer the opportunity for children to experience singing within a mixed-age environment; this enables us to give experience of unison singing, part-singing and vocal harmony.

There are regular performing opportunities for our children; these range from in-class 'mini concerts' to instrumental ensemble concerts attended by parents.

Music also plays an important part in a range of multi-cultural events throughout the year, when our children have the opportunity to both experience music performance and participate using instruments from a range of cultures.

## **Part C: Musical Experiences**

This is about all the other musical events and opportunities that we organise, such as concerts, shows and trips to professional concerts.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes as a whole school, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Each year, our children in Years 5 and 6 have the opportunity to rehearse for and attend Young Voices, a massed choir event culminating in a concert for family and friends. These are held nationally in large arena venues and provide the children with the opportunity to work with

professional musicians, learning and making music together with other schools. This opportunity is extremely popular and offers a deeply enriching musical experience for our older children.

During the course of the year, pupils in Key Stage 2 also have the opportunity to perform with our school choir, both within school and at community events such as the switching on of Christmas lights in Ashby-de-la-Zouch.

Across all key stages, children have a range of opportunities to take part in musical performances, such as Christmas plays and nativities. Our Year 6 children also have the opportunity to participate in a leavers' show; opportunities for involvement range from singing and playing instruments to taking a role in the technical aspects of music within the performance.

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, PE.

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

The overall provision is diverse, valuing all musical styles, genres and traditions equally. Parents and carers actively support music making, through support at events and through home learning.

## In the future

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 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. PTFA, fundraising in school from performances etc.)



## Further information (optional)

**Collaboration** - The school is part of Symphony Learning Trust. The Music Subject Leader participates in termly Subject Development Group meetings.

**CPD** - We value the importance of quality first teaching and recognise the need for teachers to have a strong subject knowledge in music. Ongoing CPD is provided to teachers in the form of teacher videos for each music unit throughout the scheme. Teachers of classes who receive whole class instrumental tuition will take part in the music lessons and develop their subject knowledge through learning a musical instrument alongside the class. Staff are able to access training via National College Online.