

## Music development plan summary: Grove House Primary

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance  
opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

### Overview

Detail	Information
Academic year that this summary covers	25-26
Date this summary was published	Sept 25
Date this summary will be reviewed	July 26
Name of the school music lead	Hannah Binns
Name of school leadership team member with responsibility for music (if different)	Kirsty Roddick
Name of local music hub	Bradford
Name of other music education organisation(s) (if partnership in place)	West Yorkshire Music Hub

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 Grove House Primary, we follow the Kapow Primary Music Scheme across the school. Our chosen scheme of work fulfils the statutory requirements of the National Curriculum (2014) and incorporates the new aims of the Model Music Curriculum (2021).

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Kapow Primary scheme to ensure that children receive quality music lessons throughout the year. Lessons are an hour long and supplemented with weekly singing assemblies.

Our teachers use the scheme and adapt 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: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 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 to and responding to music.

Kapow Primary's Music scheme has been 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.

### **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. 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.' Both of our Year 4 classes access an expert music teacher, through the Music Hub, to 3 deliver a weekly Samba lesson as Whole Class Ensemble Tuition (WCET). This year, we have trialled 'Rock Steady' music groups where children have formed small rock bands, taking on different roles in the band.

### **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 needs 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)
- Providing resources depending on the needs 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 and music forms an important part of their curriculum. Resources are adapted appropriately and support is deployed to those who need it the most. Children in our visually impaired resourced provision access additional music sessions through working with The Amber Trust. All children are included in 'Makaton Slams' where children learn a song with Makaton actions. Rocksteady sessions were inclusive for children with SEND.

### **Resources**

We have a range of tuned and un-tuned percussion instruments. There is a central store of:

- tuned and untuned percussion instruments
- selections of instruments from other cultures
- xylophones & glockenspiels

- Songbooks and Christmas Nativity packs
- Drums
- Musician of the month subscription

## Part B: Co-curricular music

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 Yorkshire Music Hub have provided whole-class tuition in recent years, including whole class music tuition in Samba. Their whole-class tuition programme has provided high-quality music education, tailored to meet the needs of our pupils.

Small-scale performance takes place in the community, building on existing school links, e.g. singing visits to residential homes.

As a school, we provide many opportunities for performances including:

EYFS Nativity

End of Year 6 production

Samba drumming performance

Christmas Carol concerts

Makaton Slams

Our premises provide many possible rehearsal spaces and these rooms are utilised for small group instrumental sessions, such as our VI students accessing piano tuition through the Amber Trust.

Through our OPAL approach to playtimes, children have the opportunity to make their own music using loose parts. Music is played during lunch times.

## 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 experience live musical performances courtesy of:

Rock Steady Group

The Plumber Drummer

West Yorkshire Music Hub

## **In the future**

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

To develop the assessment of music across the school. We plan to review and relaunch a document to support the progression and assessment of musical skills from the music LTP and key objectives taught.

Strengthen links with our local high school.

Provide more opportunities for small group ensembles and look at how pupil premium funding could be used to support music sessions for disadvantaged pupils.

Look at opportunities to attend trips to professional concerts.