

Music development plan summary: Wessex 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	Kat Eves
Name of school leadership team member with responsibility for music (if different)	Tim Beavan
Name of local music hub	Berkshire Music Hub
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.

Curriculum – At Wessex we use the Kapow 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, can 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 tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Kapow Primary's Music scheme, which has been designed as a spiral curriculum, has 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 Kapow Scheme, to ensure that children receive quality music lessons throughout the year – we cover one every other half-term. Music is taught as a discrete lesson usually lasting 45-60mins.

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 combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically.

Kapow 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 can 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.

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. Untuned percussion instruments are available to all children during continuous provision.

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. Through The Berkshire Music Trust, we are able to offer brass instruments to Y4 for the whole of the spring term, finishing with a performance to parents.

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 by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty;
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;

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. 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.

Resources - We have a range of instruments. This includes:

- large & small percussion instruments
- selections of instruments from other cultures

- xylophones & glockenspiels
- keyboards & two pianos
- music stands
- recorders
- drums

Pupils with additional needs can participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology.

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.

Pupils at Wessex have many opportunities to expand their musical experiences. Two free clubs that are offered after school are Glee Club and recorder club. Glee Club is a singing ensemble available to pupils from Y1 – Y6, and Reception after Christmas. It is a fun club which sings mainly current pop songs, often requested by the pupils. They perform at the annual summer fair and at our annual Wessex Music Festival. They also perform at events in the community such as a Christmas charity event at the local community centre. The recorder club is offered to pupils in KS2 and taught by a parent.

Through The Berkshire Music Trust we offer private peripatetic lessons in piano and drums. These are paid for by the parents **and children who are entitled to free school meals have their lessons subsidised.**

During the spring term pupils in Y4 receive weekly brass lessons, generously funded by the PTA. The pupils are invited to take the instruments home to practise. There is a performance to parents at the end of the term.

We regularly receive information from the Berkshire Music Trust about musical opportunities in the local area, at weekends and during the school holidays. We include this information in our newsletters for parents.

Part C: Musical events

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.

Music is a big part of Wessex and is celebrated in every class throughout the year.

Singing assembly takes place in KS1 and KS2 on a weekly basis. Sing Up is used to provide the resources. The headteacher plays the piano and often plays as the children enter and leave weekly assemblies.

The Lions Club of Maidenhead are holding a talent show in November which we are involved in for the first time. Three acts can perform at the final and we are holding a semifinal at Wessex to choose them. The event is attracting a number of musicians from Y1 – Y6.

At Christmas there are several musical events. Children in Foundation perform a Nativity which includes traditional Christmas songs and carols. Children in KS1 also perform a Nativity with different Christmas songs and carols. Children in KS2 perform in a carol concert at the school. Parents are invited to each event which are all free to attend. Glee Club sing Christmas songs at the local community centre at a lunch for victims of strokes.

At the beginning of the year, KS2 children have the opportunity to participate in Young Voices, the largest choir in the UK. We choose The O2 for our venue. Children rehearse for three months during their lunch breaks and are encouraged to practise at home. There is a small cost to register plus the cost of the coach. Parents are invited to be part of the audience.

At the beginning of the spring term, KS2 pupils participate in a local Junior Music Festival. The children rehearse for 10 weeks during their lunch breaks and attend two local rehearsals with other schools. They perform at The Hexagon in Reading and their families are invited to be part of the audience by purchasing tickets. The concert is free to join and there is a fee for the coach.

At the end of the spring term, Y4 hold an assembly for parents, to showcase their brass instrument skills.

At the end of the summer term, we put on a Wessex Music Festival. Children, families and staff are invited to perform on the stage to an audience. Children have the opportunity to rehearse on the stage with the microphone beforehand. The event is

free, but we ask for donations towards music resources. It is very well attended, and we attract a variety of performers.

At the end of the academic year, Y6 put on an incredible end of term musical. A purchased script is used and adapted, and all children are part of it. All children sing as a chorus, and some perform solos. It is performed to the whole school as well as parents over two evenings.

Berkshire Music Trust offer performances in schools via their Sing Up/Listen Up weeks. We have had their brass band play in a whole school assembly.

In the future

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

Year group assemblies to include a song

Look into how PP children can have better access to music opportunities

Contact Berkshire Music Trust to see if more instruments can be offered to teach privately (in addition to piano & drums)

Audit of musical instruments & storage

Make contact with local musical groups to perform at Wessex

Work with SLT and teachers to discuss and decide how best to record/evidence music teaching & learning

Look at apps that could be used on I pads (and other devices) to enhance the curriculum or as extra curricular clubs involving music technology.

Further information (optional)

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.

Our local [music hub](#) has a local plan for music education in place from September 2024 that includes useful information.