

Music development plan summary: Woodcote Primary School

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	2023-2024
Date this summary was published	Summer 2024
Date this summary will be reviewed	Summer 2025
Name of the school music lead	Emily Little
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Croydon Schools of Music and Arts
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.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Curriculum Overview:

Music:

'Music is a universal language that embodies one of the highest forms of creativity.' – The National Curriculum.

At Woodcote Primary, we aim to ensure we are providing a musical curriculum that allows all children the opportunity to develop the skills outlined in the National Curriculum and their knowledge of musical cultures and developments from across the globe. Music is taught from Nursery to Year 6 by a specialist music teacher.

Aim:

The National curriculum for music states that the aims for Music education in Primary Schools are:

- For children to have the opportunity to perform, listen to, analysis and evaluate music from across a range of historical periods, genres, styles and traditions, including studying the works of great composers and musicians.
- Children to learn to sing, to have the opportunity to play and learn a musical instrument, to compose their own pieces of music independently and within a group and to use technology appropriately to enhance their own compositions and to learn how to edit and manipulate music.

- For children to develop an understanding of how music is created, produce and communicated using the inter-related musical dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Scheme of Curriculum

Ensuring the high quality of teaching of music is a priority at Woodcote Primary School and therefore, we have a bespoke curriculum that has been written by the specialist music teacher in line with the rest of the academy and is enhanced through learning links with our IPC Curriculum. To ensure progression, the curriculum has been written alongside the Kapow Primary Scheme from Music, the scheme of work that was previously in use.

The curriculum focuses on ensuring all children develop the skills, knowledge and understanding needed to become confident performers, composers and listeners. By exposing the pupil's to a wide range of music from around the world and across generations, their knowledge is further developed and allows them to appreciate and build respect for different cultures, traditions, and communities. The curriculum enables pupils to reach the end of key stage attainment targets outlined in the National Curriculum, including performing, listening and appraising, historical context, inter-related dimensions of music and composition.

Planning

Each half term, every year group focuses on one of the inter-related dimensions of music, building on previous year's knowledge and explaining how the focus fits within a piece of music as a whole. The pupil's also have the opportunity to use their skills of performance (singing and playing tuned and untuned instruments), improvising and composing as well as using their critical thinking skills to respond to music across the topic and build upon their knowledge and understanding.

The learning is designed for the children to be active and involved as well as providing them with the opportunity to develop their critical thinking skills, and in Key Stage 2 (Year 3 – Year 6) they are provided with opportunities to reflect and respond to their own compositions. They are taught how to notate their own musical compositions as well as developing an understanding of the history and cultural context of music.

The curriculum also provides the children the opportunity to develop skills that are transferable across other subjects including: listening skills, teamwork, leadership, creative thinking, problem-solving, decision-making and presentation/ performance skills. These skills support their development as learners and can be applied throughout their lives beyond school.

The knowledge of the specialist teacher, ensures that appropriate terminology is accessed within each lesson and recapped throughout the pupil's time at school. The lessons are planned to support the pupil's progression and to challenge them further, where appropriate; follow the structure of the TPA teaching model, ensuring consistency with the structure of other lessons, to reduce the cognitive load of the pupils throughout their school day.

Assessment

Formative assessment is ongoing and is against the clear lesson objectives. At the end of the year, teachers are required to report for parent's attainment and effort in Music.

Nursery	Term 1 Unit – Singing focus/ voice/ settling in.	Term 2 Unit – Pulse/ beat	Term 3 Unit – Rhythm	Term 4 Unit – Voice/ Instrument	Term 5 Unit – Pitch	Term 6 Unit – Pulse/ rhythm/ pitch/ structure
Topics						
EYFS objectives	<p>Communication and Language</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. <p>Physical Development</p> <ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. 					
Activity Ideas – 15 minute sessions	Lesson 1 - EYFS settling in period	Lesson 1 - hello song, let's be <u>friends</u> , song – to support transition with sharing, etc.	Lesson 1 – can they demonstrate the pulse of songs they know? Singing nursery rhymes focus – make sure they know them.	Lesson 1 – listening and appraising lesson – can they find the beat of a piece of music? Can they describe how the music makes them feel or what they could imagine the music would be for?	Lesson 1 - listening and appraising lesson – can they find the beat of a piece of music? Can they describe how the music makes them feel or what they could imagine the music would be for? Can they sing phrases from the songs with some accuracy?	Lesson 1 – Assessment of all they have learnt so far – can they remember the term pulse, rhythm and pitch?
	Lesson 2 - EYFS settling in period	Lesson 2 – Can they find the beat of a piece of music – use body movements to show an understanding of beat in music.	Lesson 2 – call and response clapping to introduce the word rhythm – play a game. Untuned percussion needed.	Lesson 2 – The Grand Old Duke of York singing – learning the song and ensuring they are pronouncing the words correctly.	Lesson 2 - pitch matching game – can you sing the same note as me?	Lesson 2 – Baby beluga – focusing on the structure – how has the composer put the piece together?
	Lesson 3 - EYFS settling in period	Lesson 3 – instrument exploration lesson, expectations, letting	Lesson 3 – Clapping pulse and singing at the same time – making the	Lesson 3 – Here we go <u>round</u> the mulberry bush - learning the song	Lesson 3 – Discussion around pitches – ensuring they can	Lesson 3 – look back at the Grand Old Duke of York – think about all

Reception	Term 1 Unit – Pulse	Term 2 Unit – Pulse/ Tempo	Term 3 Unit – Rhythm	Term 4 Unit – Voice/ Instrument	Term 5 Unit – Pitch	Term 6 Unit – Pulse/ rhythm/ pitch/ structure
Topics	Marvellous me	Let's celebrate!	Space	Once Upon a Time	Fantastic Creatures	Super You Super Me Super Heroes
EYFS objectives	<p>Communication and Language Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. <p>Expressive Arts and Design Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhythms and songs. Perform songs, rhymes, poems and stories with others and move in time to with music. Explore, us and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. <p>Physical Development</p> <ul style="list-style-type: none"> Combine different movements with ease and fluency. 					
Activity Ideas – 15 minute sessions	Lesson 1 – EYFS settling in period	Lesson 1 – hello song, playing the pulse from a piece, maintaining a steady pulse in a group. Untuned percussion needed.	Lesson 1 - What is pulse and tempo? Can you find/ play the pulse – can we pass the beat around the circle – can you describe the tempo of a piece? Untuned percussion needed.	Lesson 1 – hickory, dickory, dock – focus Listening and appraising songs – how do they make them feel – listening to classical music.	Lesson 1 – Introduce the word pitch – can they recognise high and low sounds? Gruffalo song should be looked at as well.	Lesson 1 – Assessment lesson of what they remember – moving to the music, describe pitch and tempo, dynamics, etc.
	Lesson 2 - EYFS settling in period	Lesson 2 – hello song, finding the pulse of our new song, introducing word pulse (same as beat).	Lesson 2 – Looking at the difference between pulse and rhythm – how are you going to make this accessible? Maybe link to Mary had a Little Lamb like year 1 – can they clap and perform a beat and	Lesson 2 – little green frog. Listening and appraising songs – how do they make them feel – listening to classical music	Lesson 2 - pitch matching game – can you sing the same note as me? Gruffalo song should be looked at as well.	Lesson 2 – Baby Beluga – look at the structure of the piece, how is it written, are there any bits of the music they recognise or hear more than once?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Pulse	Rhythm	Music Tech and Structure	Pitch	Voice/ Instrument Recorder/ Voice	Texture/ History
Year 2	Pulse	Rhythm	Music Tech and Structure	Pitch	Voice/ Instrument Recorder/ Voice	Texture/ History
Year 3	Pulse/ Tempo	Rhythm/ Pitch	Voice/ Instrument/ Notation Glockenspiel/ Voice		Music Tech and Structure	20 th Century Music History.
Year 4	Pulse/ Tempo	Rhythm/ Pitch Djembes – Samba rhythms	Voice/ Instrument/ Notation Glockenspiel/ Voice		Music Tech and Structure	20 th Century Music History.
Year 5	Pulse/ Tempo	Rhythm/ Pitch	Voice/ Instrument/ Notation Ukulele / Voice		20 th Century Music History.	Music Tech and Structure
Year 6	Pulse/ Tempo	Rhythm/ Pitch	Voice/ Instrument/ Notation Ukulele/ Voice		20 th Century Music History.	Music Tech and Structure

SEND Provision:

Teaching and Learning:	Sound and light issues:	Grouping:
<p>TA aware of focus groups. Language is clear, unambiguous, and accessible. Key words, meanings and symbols are highlighted, explained, and written up, or available in some other way. Visual clues available – such as the use of symbols – by using larger print, colour codes, multi-sensory reinforcement, and a greater emphasis on aural memory skills. Questions are prepared in different styles/levels for different pupils – careful preparation ensures all pupils have opportunities to answer open-ended questions. Encouragement to use their voices expressively and to use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking. Pupils with communication impairments are given: " time to think about questions before being required to respond. Opportunities to learn about music through physical contact with an instrument and/or sound source where they are unable to hear sounds clearly or at all. Demonstrate co-ordination of instrument skills clearly. Access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills. Set suitable learning challenges. Respond to pupils' diverse learning needs. Overcome potential barriers to learning and assessment for individuals and groups of pupils. Choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, if appropriate. Modify the curriculum to remove barriers so all pupils meet the same objectives.</p>	<p>Provide ear defenders when necessary. Background noise and reverberation are reduced. Glare is reduced. Pupils use hearing and low vision aids, where necessary. Video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required.</p> <p>Resources: Clearly labelled. Easy to reach / handle.</p>	<p>All forms of communication are available to pupils with disabilities. Manage groupings for a particular pupil. Sequencing of tasks is planned for individual pupils. The transfer of tasks to group and back to individual pupils is planned.</p>

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this here.

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.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

Alternative titles for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

Enrichment

To further enhance the musical enrichment at Woodcote, the children are provided with a Pupil Passport, which ensures that by the end of Key Stage 2 they should have learnt how to play an instrument and have the opportunity to see a live show. We offer extra-curricular opportunities for children including a choir for Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2, Ukulele club and a recorder club. To enhance the development of singing technique across the school, we will be providing a weekly singing assembly for all children. We also have tuition for violin, piano, guitar and

we have iRock which offers an opportunity to perform in a band. Across each phase we teach recorder in Key Stage 1, Glockenspiel in Lower Key Stage 2 and Ukulele in Upper Key Stage 2.

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.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be 'Musical events' or 'Musical performances'.

Musical Events and Performances

- UKS2 choir – Young Voices at the O2
- CSMA Infants Choir – KS1 choir
- Summer fair and Christmas Fair performances
- Woodcote Primary Choir Concert
- Nursery – Christmas show
- Reception – Christmas Show
- Year 1 – Christmas Show
- Year 2 – End of Year show
- Year 3 – Christmas Show
- Year 4 – Arts Evening
- Year 5 – Shakespeare performance – which included music
- Year 6 – End of year show

In the future

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

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

Objectives from Action Plan:

Person responsible:
Objectives:
<ol style="list-style-type: none"> Ensure that quality first teaching in Music inspires pupils and promotes Aspiration for All <i>(high expectations for all, not limiting pupils- ambitious adaptation, consistent and strong use of TPA model, explicit links made between current and past learning, emphasis on vocab instruction, oracy opportunities for pupils to express what they have learned)</i> Ensure that in Music pupils Know More, Remember More through delivery of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills <i>(developing the skeleton plans/pitch progression docs, understanding progression across the school from the EYFS to Year 6, assessment used purposefully, effective challenge)</i> Champion subject of music through developing curriculum suited to the needs of the children and providing more musical opportunities.

Objectives	Actions to be taken	Success Criteria	Time Scale (when or how often)	Lead Person Resources/ Funding	Action taken? (include date/month/term)	Impact
Ensure that quality first teaching in Music inspires pupils and promotes Aspiration for All	Use pupil voice/pupil conferencing to assess understanding/retention of learning in Music, and to ascertain how pupils feel about the taught curriculum	Pupils speak confidently about their learning in Music; their voice is captured and where appropriate is used to improve the curriculum	Checking termly – end of Autumn, end of Spring, end of Summer to review	Emily Little		

	<p>Ensure that pupils access trips to enhance their experience of the curriculum (check trips overviews at start of year; follow up termly to ensure trips have happened and get feedback to inform next year's planning).</p> <p>(With Diversity Lead & HT) Ensure that the Music Curriculum recognises and celebrates the diversity of our school's community; review curriculum to ensure local links are drawn out/maximised</p> <p>Setting high expectations for all within lessons and planning, not limiting pupils and being ambitious with adaptation, consistent and strong use of TPA model.</p>	<p>A range of quality trips/learning experiences take place to enhance the Music Curriculum</p> <p>Woodcote's unique school community is reflected in its curriculum</p> <p>Using feedback from observations and working with other specialists within the trust to ensure knowledge provided is consistent and accurate.</p>	<p>for following year.</p>			
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The above shows how the points of the action plan are developed.

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

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.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.