



Music development plan summary: Kettlefields Primary School

Overview:

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	October 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Mr Tom Pinnock
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Cambridgeshire Music Hub
Name of other music education organisation(s) (if partnership in place)	

This summary outlines how our school delivers music education to all our pupils across three key areas: curriculum music, co-curricular provision, and musical experiences. It also highlights the changes we plan to implement in the coming years. This information aims to help pupils, parents, and carers understand the offerings of our school and the partnerships we engage in to support our pupils' music education.

Part A: Curriculum Music

This document outlines what we teach during lesson time, the amount of time dedicated to music education, and the music qualifications or awards that pupils can achieve.

At Kettlefields Primary School, we implement the Charanga Primary Music Scheme throughout the school. Our scheme of work meets 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 great composers and musicians.
- Learn to sing and use their voices, create and compose music independently and collaboratively, have opportunities to learn a musical instrument, utilise technology appropriately, and progress to the next level of musical excellence.
- Understand and explore how music is created, produced, and communicated through interrelated dimensions such as pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

The primary intention is to help children recognise their musicality and foster a lifelong love of music. Each class teacher employs the scheme and adapts it to ensure that every child can access and enjoy music within our school. The sequencing and progression are clear.

We explore music through its interrelated dimensions: performing, listening, composing, and studying the history of music. We focus on developing the skills, knowledge, and understanding that children need to become confident performers, composers, and listeners. Children will cultivate musical skills such as singing, playing tuned and untuned instruments, improvising and composing music, as well as listening to and responding to music.

How This Subject is Taught

Music is taught using the Charanga scheme of learning. Charanga is a progressive programme that enables pupils to reflect on and build upon their musical knowledge and skills. This scheme is implemented from Reception to Year 6. Pupils are now familiar with the structure of music lessons and understand the high expectations set by staff. In addition to Charanga, each Key Stage has weekly 30-minute singing sessions, led by the Music Lead. These sessions include music appreciation, as well as learning and performing songs in unison and in multiple parts.

This Scheme of Work is built on the following principles:

- Children will develop their skills in inquiry and critical thinking.
- Children will begin to understand and learn about social connectivity.
- Children will deepen their musical understanding and make connections with their place within the community.
- Children will become globally aware and understand what it means to be a citizen of the world.
- Songs and singing are at the heart of the learning process.
- An authentic musical experience is integral to musical learning.
- At each age and stage of development, musical learning is drawn from engaging with the songs in each unit.
- The scheme is fun, modern, inclusive, and engaging.
- The scheme is flexible and can be used as a structured approach to music teaching or adapted into a customised model for an individual school or class.
- The scheme will help children understand and connect with different styles of music from various cultures, particularly where cultures intersect.
- Children will gain an understanding of historical and cultural contexts related to music.
- Children will form their own musical opinions and learn to make their own musical decisions.

The spiral design of this scheme provides children with opportunities to immerse themselves in music-making activities that deepen over the course of six school years. More specifically, the musical elements and concepts introduced to young children are continually revisited in increasingly complex and intricate ways as they progress through subsequent year groups. As lessons advance through the units and year groups, key learning is reiterated, musical skills are reinforced, and understanding deepens. Children quickly become familiar with the musical activities, through which they acquire new musical knowledge or reinforce their previous learning. This spiralled approach fosters more secure, deeper learning and musical mastery, enabling children to develop their knowledge and understanding of music in relation to culture and their experiences both in and outside of school.

Planning and Coverage

The Charanga Scheme provides teachers with week-by-week lesson support for each year group in the school. It offers lesson plans, assessments, clear progression, and engaging whiteboard resources to support every lesson. The Scheme meets all the requirements of the National Curriculum and Development Matters.

Each academic year is divided into units of work. Each unit is designed to last approximately six weeks, often focusing on a specific song or piece of music. The materials present an integrated approach to music, in which games, the dimensions of music (pulse, rhythm, pitch, etc.), singing, and playing instruments are all interconnected.

Each Unit of Work focuses on the strands of musical learning that correspond with the National Curriculum for Music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing Instruments
 - e. Improvisation
 - f. Composition
3. Performing

Charanga Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables more secure, deeper learning and mastery of musical skills. The teacher can plan and provide opportunities to deepen learning, knowledge, understanding, and skills.

- Teachers have been using Charanga in a progressive sequence, which results in pupils being able to make links between skills.
- A variety of instruments are used to support children's development.
- Music is a timetabled subject, with schemes of work and assessment in place. All students can access this curriculum from EYFS to Year 6, which ensures the progression of skills and knowledge throughout each year group.
- Pupils with SEND can participate and progress well (supported by technology, tools, and instruments), which enables music lessons to be fully inclusive for all pupils.
- Every child is entitled to learn to play a tuned instrument. Teachers are supported in their instruction of glockenspiels and recorders through Charanga, and further tuned tuition is also available through the local music service.

Music in EYFS

We teach music in the Foundation Stage as an integral part of the topic work covered throughout the year, as well as part of the specific area of Expressive Arts: Being Imaginative, as identified in the Foundation Stage Framework (2014). Music is a vital component of the children's learning experience, deeply intertwined with other subjects and activities, which allows for a richer and more holistic educational approach. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), ensuring that each child has the opportunity to develop their musical talents in a supportive environment.

In addition to the foundational skills that music imparts, it contributes significantly to a child's personal and social development. Engaging in music activities allows children to collaborate and express themselves creatively. 'Counting Songs' foster a child's mathematical

abilities, enhancing their skills in rhythm, pattern recognition, and numerical understanding. Furthermore, songs from different cultures serve to broaden a child's perspective, enriching their knowledge and understanding of the diverse world around them. By integrating these musical elements into the curriculum, we aim to cultivate a love for music and a deeper appreciation for cultural diversity, laying a strong foundation for lifelong learning.

Adaptation

We recognise that children in all classes have widely differing musical abilities; therefore, we provide suitable learning opportunities for every child by matching the challenge of the task to their individual ability. We achieve this through a variety of methods, including:

- Setting open-ended tasks that allow for a range of responses.
- Assigning tasks of increasing difficulty, understanding that not all children will complete every task.
- Providing resources tailored to the confidence levels of each child.
- Employing classroom assistants to support the work of individual children or groups.

SEND

We will strive to remove barriers to learning for pupils with Special Educational Needs and Disabilities (SEND). By adopting a positive and proactive approach, we will ensure that children with SEND are able to express themselves freely and participate actively in lessons, fostering an inclusive environment that values their individuality and perspective. Clear instructions and effective scaffolding tailored to each child's needs will enable all pupils to achieve success in music, building their confidence and encouraging creative expression through various musical activities.

Resources

We have a range of percussion instruments stored in the school music area:

- Large percussion instruments
- Selections of instruments from different cultures
- Glockenspiels
- Keyboard and piano
- Songbooks
- Music stands
- Recorders
- Guitars
- Sing Up resources

Part B: Extra-curricular Music & Enrichment

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.

Cambridgeshire Music offer music lessons in groups or for individual pupils. Lessons are usually 20 or 30 minutes long and given weekly in term time. Pupils can take lessons at school, at home or at one of their centres, during and beyond the school day. Their progressive learning approach includes regular monitoring and access to qualification routes if desired. Our qualified and experienced tutors are fully vetted, with all appropriate disclosure and barring checks (DBS). Tutors will support student progress and help them achieve their very best.

They also offer additional services and guidance to help with the learning process, such as bands and ensembles, projects and events to take part in, and advice and guidance on choosing and obtaining the right instrument.

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 the planned curriculum time for music, children also have additional musical experiences. These may involve the entire school coming together or taking place individually and occur throughout the school year, contributing to the overall planning and time allocation for music.

Music is incorporated into various activities and events within the school, such as weekly assemblies, singing assemblies, classroom routines, and special celebrations. All year groups participate in class assemblies, which are performed for family and friends throughout the year. Our musicians showcase their talents in school concerts, providing opportunities to share work developed during instrumental lessons.

Musical experiences are integrated into a range of activities in other subjects, allowing children to apply and utilise music in real-life and academic contexts, such as History. We encourage all pupils to experience live performance events throughout the year, including touring productions.

The overall provision is diverse, valuing all musical styles, genres, and traditions equally. This is reflected in the clubs and enrichment programmes, which draw on the skills, talents, and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music-making by attending events and engaging in home learning.

In the future

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

Continue to embed and develop the Music Curriculum - Develop a music curriculum that enables non-specialist teachers to confidently teach progressive musical skills.

Continuing Professional Development (CPD) - Plan CPD for classroom teachers to enhance their confidence in delivering singing activities in the classroom.

School Ensembles and Groups

Increase participation in Key Stage 1 and Key Stage 2 choir. Increase participation in Rocksteady bands.

Extra-Curricular Music Tuition

Expand opportunities for extra-curricular music tuition, including guitar lessons.

Pupil Premium

Update the register of Pupil Premium students engaged in extra-curricular music activities; review the budget to ensure equitable access to provision for children who cannot afford to participate in paid activities.

Performance Opportunities

Broaden the range of performance opportunities for students, both within the school and for parents to attend.

Fresh Experiences

Provide additional enriching experiences in the form of concerts, visiting artists, educational trips, and choirs for all pupils.

Musical Engagement with Feeder Secondary Schools

Seek opportunities to collaborate with feeder secondary schools to facilitate transition for students.