

# Music development plan summary: Halstead Community Primary School

## 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	Sharon Hewitt
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Kent Music
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.

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.

### **Curriculum Overview:**

Music:

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

### **Curriculum.**

At Halstead Community Primary School, 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 Reception to Year 6 using the Charanga scheme of work.

### **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 Halstead Community Primary School and therefore, we have the Charanga scheme of work to ensure clear

progression and learning in an integrated, practical, exploratory and child-led approach.

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 units of work. Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

- Listening and Appraising
- Musical Activities

Warm-up Games

Optional Flexible Games

Singing

Playing instruments

Improvisation

Composition

- 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 a more secure, deeper learning and mastery of musical skills.

Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts to develop deeper 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 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.

### 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

Cycle A

Reception

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Year 1/2	Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind and Replay
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Year 3/4	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Year 5/6	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince Of Bel-Air	Dancing In The Street	Reflect, Rewind and Replay
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Cycle B

Reception

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Year 1/2	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Year 3/4	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Year 5/6	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music And Me	Reflect, Rewind and Replay
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

## 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.

### Enrichment

To further enhance the musical enrichment at Halstead Community Primary School, 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 take part in a live show. We offer extra-curricular opportunities for children including a school choir. To enhance the development of singing technique across the school, we have a fortnightly singing assembly for all children. Across each phase we teach drums in reception, ocarina in Key Stage 1, recorder 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.

### Musical Events and Performances

- Singing assemblies
- End of year Music Recital
- Harvest Church Service performances
- Christmas Church Service performances
- Easter Church Service performances
- Reception and Key Stage 1 – Christmas Show
- Upper Key Stage 2 – End of year show
- Gamelan Workshop with Sevenoaks School
- Carol Concert at Nesbit House Care Home
- Workshop with Sevenoaks School

## In the future

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

Objectives	Actions to be taken	Success Criteria	Time Scale	Lead Person	Resources/ Funding	Monitoring and Evaluating (what and when)
1. Ensure assessment practice is effective and efficient	<ul style="list-style-type: none"> <li>Knowledge assessments should be designed to promote recall and follow the TPA teaching model. Repeated recall will help secure Knowledge in the long-term memory child is being left behind Monitoring of the use of the teaching model</li> <li>Ensure pupil tasks show variation and adaptation</li> <li>Teachers to model how children can articulate their learning</li> </ul>	<p>Planning and lesson observations to show recap, and recall.</p> <p>Children are able to articulate their learning.</p>	Annual	SH	Subject leader release time	Monitoring schedule
2. To ensure an inspiring and relevant curriculum for all.	<ul style="list-style-type: none"> <li>Monitor planning</li> <li>Observe lessons</li> <li>Monitor floor books Pupil voice - obtain children's thoughts on music teaching and learning (x3 po) Follow the Charanga scheme of work and adapt accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Planning demonstration of variation, challenge and independence</li> <li>Lessons show the learners as challenged, sufficiently supported and enthusiastic.</li> <li>Floor books will show clear variation and progression of musical learning over time.</li> <li>Planning demonstration of variation, challenge and independence</li> <li>Lessons show the learner as challenged, sufficiently supported and enthusiastic.</li> <li>Floor books will show clear variation and progression of musical learning over time. Pupil voice will show hold the vocabulary, can express positive attitude towards music.</li> </ul>	Annual	SH	Subject Leader release time	-
		Pupil voice will show pupils hold the vocabulary, can express positive attitude towards music.	Autumn, Spring and Summer	SH	Subject Leader release time	According to monitoring schedule.

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.

## 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.