



## Music development plan summary: Aiskew, Leeming Bar CE Primary School and Leeming and Londonderry School

### Overview

Detail	Information
Academic year that this summary covers	2024 2025
Date this summary was published	Sept 24
Date this summary will be reviewed	July 25
Name of the school music/creative lead	Mrs Bethany Stanley
Name of federation leadership team member with responsibility for music (if different)	Mrs Bethany Stanley
Name of local music hub	North Yorkshire Music Hub
Name of other music education organisation(s) (if partnership in place)	NA

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 Aiskew, Leeming Bar CE Primary School and Leeming and Londonderry School, we use Charanga as our music scheme. EYFS use the Original Scheme and Y1 – Y6 use the Model Music Curriculum Scheme.

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, have the opportunity to 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.

Our overall intent is that pupils when they leave Y6 are competent in being able to sing, play the glockenspiel, read and compose using staff notation, know about and use a wide range of musical concepts such as scales and keys and be able to identify and use language to describe musical elements. In addition to this, they will know and understand how musical elements interlink to create a piece of music and be able to talk about the provenance of a range of pieces.

We teach our units using a cyclic curriculum. We build progression into our learning and provide further opportunities to build upon knowledge gained. EYFS are on a 1 year programme. Their learning is taken from the original Charanga scheme of learning. KS1 and KS2 pupils follow the Charanga scheme of learning which is based around the Model Music Curriculum. This has been chosen because of its challenge. KS1 pupils enter a 2-year rolling programme at different points; LKS2 enter a 2 year rolling programme at different points and UKS2 enter the 4-year rolling programme at different points; it is important that children have the opportunity to revisit learning in order to help it become 'sticky knowledge', to further develop skills when using this knowledge and purposefully recap on learning. Not only does this ensure our curriculum fulfils the distinct needs of our learners, it also supports children in being able to remember more because revisiting learning helps it transfer to the long-term memory.

Progress in music requires development across three 'pillars':

- technical: translating intentions into sound
- constructive: knowledge of how components come together
- expressive: quality, meaning and creativity

The types of musical knowledge required are: substantive (which refers to facts and information e.g. styles, composers, notation, keys, chords, works and songs) and disciplinary (how to sing, play, compose and evaluate, drawing on a wide range of knowledge and skills).

Technical includes:

- The technique of singing (posture, projection, control) and playing instruments (hand and body, control over the instrument) and the overall manipulation of sound.
- Knowledge of technical systems for notation, including competency with staff notation by the end of KS2.

- Technical knowledge of music technology - understanding the music and the technology.

Constructive includes:

- Knowing how music works - concepts such as scales, chords, keys, systems, forms and structure.
- Both deconstructing and constructing music - analysis and creation.
- Musical elements include pitch, texture, tempo, structure, timbre, dynamics and duration.
- Composition

Expressive includes:

- Knowing music's provenance - its history, culture, social context, geography, purpose and meaning.
- Knowing how musical elements work together in an inter-related way to give musical expression.
- Applying technical and constructive knowledge to give music a personal meaning.

Children will have opportunities to sing as a class, in smaller groups, as a school community, as part of the Federation and at other community events. They will have the opportunity to learn to play a glockenspiel by the time they leave Aiskew, Leeming Bar CE Primary and Leeming and Londonderry Primary School. Through this, they will learn to read and write using a range of musical notation, including staff notation within the treble clef. The glockenspiel is introduced in EYFS.

Children will understand how our school's Christian values and those taught through British Values relate to music through a study of music from different faiths and cultures. Pupils will understand the reasons and the context behind why music has been written. Through exploring music from around the world, pupils will learn to understand and be tolerant of those with different faiths, beliefs and cultures. Pupils have a positive attitude towards their music learning and we try to instil a joy of

life-long learning. Pupils embrace challenges and are helped to have faith in themselves. During weekly singing collective worship, pupils recognise that singing is a form of worship.

Children will develop their understanding of cultural heritage by having opportunities to listen to, review and evaluate a range of music across a range of historical periods, genres, styles and traditions, including contemporary music and the works of the great composers and musicians. Through this, they will use subject specific vocabulary relating to the interrelated musical elements; instrumentation, metre, rhythm, pitch, dynamics, tempo, texture, structure and melody. Where possible, children will use music technology to compose simple rhythms and melodies. Charanga Music provides a plethora of opportunities to listen to music thus developing pupils' focussed listening skills. Through this, pupils are able to utilise many of the Building Learning Power skills such as distilling information, making links and noticing.

Charanga Music was chosen as our music scheme due to its technological approach which we know helps to engage our pupils in their learning. When composing, through the use of technology, differentiation can be achieved well through the way pupils choose to record their compositions and the level of musical notation used. Again, this is important to our school because this supports our spiral curriculum and progression when teaching a whole key stage or mixed years in one class. All our pupils have access to technology at home; Charanga Music can be used to further children's music learning at home.

All staff involved in teaching music in the Synergy Schools Federation have access to the Federation Music lead who has a degree in Music and is therefore well placed to support staff.

**Implementation** – We have adopted the Charanga scheme of learning throughout school to ensure that children receive quality music lessons throughout the year. We cover 6 units of learning per year. Music is taught as a discrete lesson, which lasts for at least 45 minutes. In addition to this, children get at least 15 minutes per week where they come together to sing as a whole school family.

We believe that singing lies at the heart of good music teaching, therefore our teaching focuses on developing the pupil's ability to sing in tune and with others. Each unit is taught through learning to sing and play a song. These songs develop in complexity and length as the pupils progress through the school. Through learning these songs, opportunities are also provided for listening to and appraising different styles of music, improvising and composing music, and learning about the interrelated dimensions of music (e.g. tempo, texture, dynamics, structure, rhythm, pitch etc.). The Charanga Music scheme builds upon prior learning and provides opportunities for pupils of all abilities to develop their skills and knowledge in each unit.

This is our planned delivery:

**EYFS**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR R</b> <b>R</b> OVERVIEW & PLANNING	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

**KS1**

<b>Year A</b>	Y1.1 My Musical Heartbeat Y1.3 Exploring Sounds Y1.4 Learning to Listen Y2.3 Inventing a Musical Story Y2.5 Exploring Improvisation Y2.6 Our Big Concert
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<b>Year B</b>	Y1.2 Dance, Sing and Play! Y1.5 Having Fun with Improvisation Y1.6 Let's Perform Together! Y2.1 Pulse, Rhythm and Pitch Y2.2 Playing in an Orchestra Y2.4 Recognising Different Sounds
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**KS2**

**Y3/4**

<b>Year A 2024/25</b>	Y3.1 Writing Music Down Y3.2 Playing in a Band Y3.3 Compose Using Your Imagination Y4.4 Feelings Through Music Y4.5 Expression and Improvisation Y4.6 The Show Must Go On
<b>Year B 2025/26</b>	Y3.4 More Musical Styles Y3.5 Enjoying Improvisation Y3.6 Opening Night Y4.1 Musical Structures Y4.2 Exploring Feelings When You Play Y4.3 Compose with your Friends

**Y5/6**

<b>Year A 2024/25</b>	Y3.5 Enjoying Improvisation Y3.6 Opening Night Y4.4 Feelings Through Music Y5.2 Sing and Play in Different Styles Y5.3 Composing and Chords Y6.1 Music and Technology
<b>Year B 2025/26</b>	Y3.1 Writing Music Down Y4.5 Expression and Improvisation Y4.6 The Show Must Go On Y5.4 Enjoying Musical Styles Y6.2 Developing Ensemble Skills Y6.3 Creative Composition
<b>Year C 2026/27</b>	Y3.2 Playing in a Band Y3.3 Compose Using Your Imagination Y4.1 Musical Structures Y5.5 Freedom to Improvise Y5.6 Battle of the Bands Y6.4 Musical Styles Connect Us
<b>Year D 2027/28</b>	Y3.4 More Musical Styles Y4.2 Exploring Feelings When You Play Y4.3 Compose with your Friends Y5.1 Melody and harmony in Music Y6.5 Improvising with Confidence Y6.6 Farewell Tour



### **Lesson Delivery**

Staff follow the activities within Charanga. As they work through the unit, they may choose to spend more time on some part however throughout the unit, children will have had a good balance of activities.

At the start of every lesson, there is a recap of previous learning. Throughout the lessons, children are able to extend this learning through the spiral nature and are encouraged to make links with prior knowledge and skills.

**Understanding music** – children look at pulse; learn to clap back rhythmic patterns both aurally and by reading notation; learn about key signatures and time signatures; learn the note values and note names on a staff (treble clef); sing back accurately a short unfamiliar melody; they also learn some Italian terms to describe the speed of the music.

**Improvise together** – Children learn how to improvise within a given scale.

**Listening** – This is where children learn about the historical context of a piece of music and a vast array of composers. They also learn to use the interrelated elements of music to describe what they can hear. This includes learning some Italian terms e.g. *mezzo forte*, *staccato* etc

**Singing** – Children learn to sing a song accurately. There may be opportunity for part singing.

**Composing and Improvising** – Children are able to create their own composition. This may be done as a graphic score however Charanga includes the option to be able to record a composition using staff notation. This can easily be differentiated in order to meet the needs of all learners, including SEND as the teacher is able to select the format, number and complexity of the notes in order to meet the needs of the individual child.

**Playing** – This is where children get to learn to play the glockenspiel. There is the availability of different parts in order to be inclusive and enable children with SEND and those who are already proficient in an instrument play together with an appropriate level of challenge.

**Performing** – Children are encouraged to put on a musical performance of their learning within the class. This will involve both singing and adding in a short piece played on the glockenspiel.

Children are assessed against a range of year group specific judgements at the end of each unit. Part of this assessment is made up of making use of the 'test' which is found in some Charanga units. At the end of each unit of learning, children are also encouraged to RAG rate their understanding of year group specific musical vocabulary. This document is cumulative and goes with the child for the whole of the key stage.

**Knowledge Organisers** – These are given out at the start of every unit of learning which provide a summary of our key learning. These are then made available for children to act as prompts to help them remember what they have learned and help them to develop their sticky knowledge.

**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.
- Using classroom assistants/class teacher to support the work of individual children.

**SEND** – We will 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 achieved and succeed in music.

**Assessment** – On going Assessment for Learning (AfL) practices within class and group sessions. The start and end of the unit is usually filmed to ensure staff can evidence progress of children.

Assessments are used diagnostically by teachers to evaluated learning and inform teaching and then by senior leaders to evaluate individual and groups of children's standards and achievements which in turn informs future provision and school development.

At the end of each unit, children are assessed against year group assessment criteria. At the end of each term, a summative judgement is made. At the end of the year, this is reported in the school's end of year report to parents / carers. Pupils in EYFS are assessed against their progress in the area of Expressive Arts.

### **Resources**

- A class set of glockenspiels
- A range of untuned percussion instruments
- A set of Boomwackers
- A guitar
- A cello
- A keyboard
- A piano
- Charanga – which includes opportunities for home learning and making digital compositions



- Children have access to Purple Mash which also contains apps for composing with
- Recorders
- A variety of song books and productions

## 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.

All children are offered the opportunity to learn an instrument through the North Yorkshire Music Hub: [Instrumental Tuition - North Yorkshire Music Hub](#) This may be accessed individually or as a small group during the school day. Fees and instrumental hire are detailed here: [Fees - North Yorkshire Music Hub](#)

Children also have the opportunity to attend a band/orchestra on a Saturday morning at Northallerton Music Centre. More details can be found here: [Music Centres - North Yorkshire Music Hub](#)

The North Yorkshire Music Hub are invited into school to give a demonstration on a range of instruments to encourage children to start learning. This information is also communicated to parents / carers through the school's comms system.

All children have a Charanga login where they can enter the 'Charanga Music World'. In addition to this, they can also access the learning from their class music lessons.

Add other things pertinent to your school



## 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.

Children experience a weekly singing collective worship, plus the opportunity to sing together as a school in other collective worships.

Children all get the opportunity to perform in at least 1 musical production per year, in addition to performing in the church for Harvest, Christmas and Easter. Children also go to perform at the local care home.

Children in Y6 get taken to London to experience a West End Musical.

Children have taken part in online events e.g. attending an Opera North workshop.

Every year, Sowerby Music visit the school to provide a concert and workshops in a variety of musical styles.

Upon entry into collective worship, a piece of classical music is played, alongside information about the composer. There is a different composer each week.

Music is regularly used in other areas of the curriculum to enhance learning e.g. art, RE, history and geography.

All children have access to a 'music wall', a large outdoor xylophone and outdoor drums as a breaktime activity.

Each half term, children in KS2 are given the opportunity to learn a simple French song/nursery rhyme.



## In the future

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

- Provide CPD for staff across the Synergy Schools Federation in order to increase staffs' confidence and knowledge of reading notation, understanding of musical elements, history of music (and how this impacted socially) and composition.
- Ensure staff across the federation can access CPD through Charanga.
- For Aiskew, Leeming Bar and Leeming and Londonderry to put on a joint nativity and an end of year production.
- Create a school choir.
- Create a ukulele band.
- Investigate other online events for the whole federation to attend e.g. Opera North