

Music development plan summary: Samuel Barlow Primary Academy

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	January 2025
Date this summary will be reviewed	July 2025
Name of the school music lead	Ellie Bingley
Name of school leadership team member with responsibility for music (if different)	Jon Chapman
Name of local music hub	Nottinghamshire
Name of other music education organisation(s) (if partnership in place)	N/A

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.

At Samuel Barlow we use the Primary Knowledge Curriculum Music in Years 1-6. In Early Years we use Charanga to support the music element of Expressive Art and Design.

Our scheme of work fulfils the statutory requirement 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 can 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 Primary Knowledge Music curriculum is informed by the Model Music Curriculum (MMC) (2021) and develops musical knowledge within this conceptual framework. In this curriculum, experience is developed through singing, listening, composing (including improvising) and performing. These musical practices are woven throughout the curriculum and are carefully sequenced so that pupils can build procedural knowledge and technical skills through practice. This allows them to begin to realise and develop their own expressive intentions through music.

Each unit has a musical focus, such as pulse, rhythm, tempo, pitch, timbre, dynamics, form/structure, texture or harmony or a combination of these. These are sometimes called the dimensions of music. Knowledge of the dimensions is sometimes referred to as 'constructive' knowledge. Pupils may explore how music is constructed using the elements of music by listening analytically or using them as components to build their own compositions. Experience of, understanding and use of these elements build gradually throughout the curriculum. For example, in year one children begin to understand pulse by marching. By the time they reach year 6 they have progressed to learn the difference between simple and compound metre.

Different pieces and genres of music are explored as examples of the different musical focus in each unit. For example, in year 4, by listening to Duke Ellington's 'Take the 'A' Train', children can understand the concept of the 'off-beat' in swing music, which is a type

of jazz. The different elements of music do not exist in isolation from each other, so, whilst a unit will have a primary musical focus on a particular dimension, other dimensions are highlighted and used alongside the primary dimension to develop the children's musical understanding. For example, whilst studying Ellington's 'Take the 'A' Train' year 4 also learn that it includes examples of improvisation, which are an important part of jazz music. It is recognised that children's understanding of and proficiency in practising music builds with repeated experience of how the different elements of music intersect.

Music is drawn from a variety of traditions, including western and non-western classical music, folk, and a variety of modern traditions including rock, pop and jazz. Pieces are drawn from all over the world and from periods spanning six centuries. Music is not presented in chronological sequence. Increasing cultural contextual understanding is enhanced by learning about music which relates to other areas of the PKC curriculum. For example, in year 5 children learn about Nigerian drumming at the same time as learning about art from the same region.

Implementation

Each unit, over the course of six lessons, follows the same structure.

- **Listening** - children listen to and encounter music which will form the focus of their musical learning. They are encouraged to actively engage with the area of musical learning which will be the focus of the unit.
- **Culture and History**- children explore the key musical ingredients and cultural context of the piece of music through active music making.
- **Composing** - Practising, improvising and/or composing then allows them further to experience and investigate the key musical focus
- **Performing** - children perform the music they have made to their peers.
- **Evaluation** - children evaluate their own and others' performances to concludes the process.

Each lesson in the unit also follows a broadly similar structure: warming up the body and the voice using songs which relate to the musical focus of the unit; recalling prior learning; listening to, responding to and exploring music which forms the focus of learning for the lesson; creative practice based around the focus music whether by composing, improvising, practising or performing; evaluating and reflecting at the end of the lesson. A familiar structure week by week aims to create and perpetuate an effective learning environment. Lesson 6 of each unit has an emphasis on children practising for performance, performing and evaluating that performance. As such this lesson is broadly the same in each unit with no or little new learning. This is deliberate: the lesson is

intended for the children to practise, allowing them to build on their procedural knowledge and technical skills to be able to perform with increasing confidence and expression.

Each lesson starts with singing as this is the essential basis of musical learning. Songs are generally revisited over the course of a unit, from unit to unit and across year groups to allow for repeated practice of familiar material, allowing children to build their singing skills. Elements of the songs chosen often relate to the musical focus encountered in the rest of the lesson. Learning music through movement is also seen as a central element of musical development and therefore forms an important part of many lessons. Western notation is learned and introduced slowly with a gradual increase in understanding of musical elements which the children experience as the focus of each unit. It is important that 'sound' is encountered and understood before its corresponding 'symbol' is introduced. Finally, each lesson includes an element of working with others. This is central to musical practice and may be experienced as a whole class or in smaller groups which are introduced as the children get older and can manage social cooperation with more efficacy.

This curriculum is for classroom music and as such does not seek to cover learning a particular instrument (such as the recorder or ukelele) in a whole class/group setting or wider musical opportunities such as singing in a choir, playing in a band or ensemble, performing outside the classroom and watching musical performances outside the school setting.

In LKS2 whole class instrumental lessons are taught by teachers, as recommended by the Model Music Curriculum (2021). Therefore, the following units are omitted from the overall music curriculum as recommended by PKC omitting the units 'Vivaldi's Winter' (Y3) or 'Sounds of the Sea' (Y3). These will have least impact on overall progression.

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.

All children have the opportunity to participate in peripatetic music tuition. There is a cost to parents for this, but remissions can be given through the Pupil Premium Grant.

Our School Choir is open to all children and offers the opportunity to attend Young Voices (Years 4-6)

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.

We have a singing assembly once each week and focus on learning new songs each half term. These are done with and without signing and are woven into other assemblies and whole school events.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

The Nottinghamshire Music Hub, Inspire, provide regular opportunities for children to attend musical performance across the county. As an academy we make every effort to take up these opportunities. We also have links with local secondary schools and community groups, which also provide opportunities for children to watch, participate in and/or perform in musical activities away from school. These include our school choirs performing for Clipstone Council Christmas lights and the local residential home.

Young Voices is always a highlight of the year and as many as 40 children attend each year. Remissions are available where needed. All children in UKS are encouraged to attend as the musical experience gained from Young Voices can inspire further interest in singing and musical performance.

In the future

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

- Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.
- and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery.

- Links with external music organisations – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert. What are the opportunities?
- Maintain ongoing contact with the Music Hub and take part in as many events as possible.
- Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend: Young Voices, Spring Music Showcase Concert – for Y3 who receive whole class music tuition, class music assemblies for parents showcasing music curriculum music; Nativities and class/key stage productions.

Further information (optional)

Ongoing CPD is provided to teachers in the form of teacher videos for each music unit throughout the scheme.

Teachers of classes who receive whole class instrumental tuition will take part in the music lessons and develop their subject knowledge through learning a musical instrument alongside the class. Staff are able to access training via National College Online.