

# Music development plan summary: Essex Primary School

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	1 July 2024
Date this summary will be reviewed	1 July 2025
Name of the school music lead	Veneice Raeburn
Name of school leadership team member with responsibility for music (if different)	Bronwen Smith
Name of local music hub	Newham Music
Name of other music education organisation(s) (if partnership in place)	<ul style="list-style-type: none"><li>• Commonwealth Youth Orchestra</li><li>• PCM Peter Conway Management</li></ul>

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.*

Essex Primary School's curriculum for music is outlined in our long term curriculum map and is underpinned by the DfE Model Music Curriculum Guide. Units are planned using the Kapow scheme for music and linked thematically, where appropriate, to learning in other areas of the curriculum, e.g. year 5 pupils learn about ancient Egypt in history and their music unit explores compositional notation in their Kapow music unit 'Ancient Egypt'. All pupils including those with SEND access our music curriculum and enrichment activities.

Pupils in the EYFS have many and varied opportunities to play musical games using percussion instruments, which builds their knowledge of key terminology such as 'loud' and 'quiet'. This learning is reinforced through repeated opportunities to sing nursery rhymes using quiet and loud voices, with control.

This is built upon throughout KS1 where pupils have the opportunity to try a range of percussion instruments, sing and learn the ukulele with a musical expert from the Newham Music Hub enabling them to gain motor skills for music, begin to understand and control sound, develop knowledge of the musical elements/interrelated dimensions of music as a foundation to build upon for composition and performance. Pupils experience a minimum of 1 hour music lessons weekly in addition to a 30 minute 'Singing Assembly' during which they engage in vocal warm ups to use their voices safely. They are taught breathing techniques and correct posture. A carefully selected repertoire of songs promotes pupils' understanding of dynamics and phrasing as well as reflecting the cultural diversity of our community and is linked where appropriate to personal development and themes such as Mother Language Day or Remembrance.

KS2 'Singing Assembly' challenges pupils further to sing a range of songs in 2 or 3 parts confidently, accurately and expressively. The KS2 music curriculum enables pupils to 'get better' at all aspects of music including: rhythm, metre and tempo; pitch and melody; structure and form; harmony; texture; dynamics and articulation; instruments and playing techniques. Each unit of music has been sequenced towards a clearly defined endpoint so pupils and stakeholders can follow the learning journey outlining the specific curriculum content to be learned.

## **Part B: Extra-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.*

In addition to music lessons, pupils from EYFS to year 6 have the opportunity to participate in bespoke music projects led by professional musicians, culminating in high quality performances attended by parents and members of the wider community, including councillors and our local MP. Teachers work alongside professional musicians to select songs and integrate them within a narrative. Bespoke arrangements are created to develop pupils' confidence and abilities to internalise key musical skills and techniques through a range of activities including call-and-response songs and chants, improvisation, expression and movement. Music projects include a composition song which is also facilitated by a professional musician. Pupils work in small groups to create the lyrics and aspects of the melody, exploring how to write music for a specific purpose, as they progress through the school they start to learn more sophisticated compositional techniques and structures to prepare for Key Stage 3. These composition songs have been recorded professionally for distribution to the wider community. Pupils conclude their music learning journey in year 6 by taking ownership of their own end of year production.

Musicians from the Northern School of Music have delivered music masterclasses to enable KS2 pupils to experience a 'brass taster' session during which participants had

the opportunity to try out a range of brass instruments from the class sets they provided. Thus enabling access to experience playing a musical instrument they might not have ordinarily considered. All pupils participate in drumming workshops as part of Black History Month. A specialist music teacher from the Newham Hub also provides guitar lessons for pupils.

## 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 each key stage pupils engage with a singing assembly weekly led by our music co-ordinators. Singing assemblies begin with vocal warm ups, instruction on breathing, posture, dynamics and phrasing as well as a composer focus. Pupils learn and perform a wide repertoire of songs chosen to link with our themes and values where appropriate.

In addition to opportunities for all pupils to experience performing in their music projects, able and talented singers from across the school join other schools in the Commonwealth Choir, which offers coaching and performance opportunities at prestigious high profile national occasions such as 'Beating Retreat' and 'Continuity and Regeneration' at Spencer House. Small ensembles also perform at our school events including achievement assemblies.

To enhance listening and music appreciation skills, all pupils participate in a range of masterclasses led by professional musicians, some internationally known musicians, e.g. Alex Wilson (Pianist ) and Omar Puente (Cuban violinist) or up and coming talent including musicians from the Northern School of Music, providing excellent role models.

Pupils have had the opportunity to attend professional concerts including West End musicals as members of the audience.

## In the future

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

Music will continue to be a key priority of our school development plan as we aspire

- **to become a Music Mark school.** We recognise that the range of co-curricular and musical experiences we offer pupils is already exceptional along with the opportunity for all pupils to experience learning an instrument with a music specialist teacher from the Newham Music hub. However, through careful evaluation of our music provision with regard to the DfE model music curriculum we aim to further develop pupils' progress in music development deliberately and systematically so that all pupils have regular and ongoing opportunities to become

incrementally better singers, play musical instruments with greater control, fluency and accuracy, improvise and compose to express their own individual intentions.

- **to create a strong school system and musical culture that further enables a high quality music education at Essex.** We will strengthen the links between our 3 learning environments for music - music in the classroom, instrumental and vocal tuition and musical events so they are interconnected and best support progression and excellence in the 3 pillars of music education. We will build cohesion between different providers and activities.
- **to ensure assessment of music covers the full range of knowledge types** and there is a robust evidence base to support formative and summative assessment of pupils' progress, misconceptions or gaps in their understanding. We will prioritise further CPD for teachers in the components of composition, so they have secure knowledge of musical devices, how to manipulate musical ideas and how to organise ideas into musical structures, thus modelling excellence in the procedural and declarative knowledge we aim for pupils to build in long term memory. We will continue to check whether pupils are learning the curriculum in the way we intend.
- **to provide memorable experiences.** WE will continue to develop partnerships with our existing specialist music providers to give pupils further opportunities to learn about musical culture and repertoire across a wide range of genres and cultures. We would also like to offer access to high quality performances to the wider community.

## Further information

Please see detailed in the link below, the government's plan for music education and what it means for children and young people.

<https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people/what-the-national-plan-for-music-education-means-for-children-and-young-people>