

Bramcote Hills Primary School



Music Development Plan Summary

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Megan Ullah
Name of school leadership team member with responsibility for music (if different)	Pete Taylor
Name of local music hub	Inspire Nottinghamshire Music Hub
Name of other music education organisation(s) (if partnership in place)	Minster School Music Network

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 BHPS, we provide children with a challenging and engaging music curriculum, which goes above and beyond the requirements of the National Curriculum. We aim to help children to feel that they are musical and to develop a life-long love of music. Children will acquire a growing body of **technical** and **constructive** knowledge which should be retained. In addition, we aim to develop their **expressive** skills by teaching them to become confident performers, composers and listeners.

Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities, thus supporting their positive understanding of diversity. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased

respect for the role that music may play in any person's life. We are committed to ensuring that the children experience a strong musical culture in the school, with varied individual musical instrument tuition, our BHPS choir, whole class instrument tuition, singing, music within performances and a special concert every summer that is solely dedicated to music.

Throughout their study, the children will acquire and develop the **technical**, **constructive** and **expressive** knowledge and skills that have been identified within each unit and across each year group. **Technical** and **constructive** knowledge is taught in a sequence that builds gradually and consolidates prior learning. The key concepts of duration, dynamics, notation, pitch, tempo, timbre, texture and structure make up the interrelated dimensions of music and run throughout the units of study.

The full curriculum for music is detailed in our Music Depth Map which can be found in the curriculum section of our website.

We work in partnership with Nottinghamshire Music Hub, which provides regular network meetings and opportunities to share and celebrates high quality music teaching.

How we teach music

The music curriculum is based upon Kapow's Primary Music scheme, (and as such is informed by the Model Music Curriculum) which takes a holistic approach to music, in which the key elements below are woven together to create engaging and enriching learning experiences:

- **Performance**
- **Listening**
- **Composing**
- **The history of music**
- **The inter-related dimensions of music**

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture children's imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively; play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.

The instrumental scheme (Charanga) complements the Kapow Primary scheme of work and allow children to develop their expertise in using a tuned instrument. Through whole class ensemble teaching, as they progress through KS2, children learn to play the recorder, glockenspiel and the keyboard.

Our Music curriculum is designed to allow children time to think, discuss, practise, explore and embed. This allows time for teaching, practice and repetition – both in a year group and across both key stages. Curriculum coverage is mapped out carefully

from EYFS to Year 6 which allows some Key Concepts to be developed at a deeper level of learning, understanding and mastery.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music; listening and respond to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Children will gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

Lessons seek to introduce new knowledge and concepts in small, logical steps, in line with cognitive load theory. Children's knowledge will be built up gradually, making links, wherever possible, to previous knowledge and other areas of learning. We seek to further children's ability to commit new learning to long term memory by assessing their retention and revisiting key knowledge. Potential misconceptions will be addressed through carefully selected lesson content and effective feedback.

At the time of writing, teaching of a large part of the KS2 curriculum is undertaken by a music specialist on a regular basis.

Inclusion

At BHPS, we aim to make our curriculum inclusive for all. Please see the SEND policy on our website for further details. In addition, and with particular reference to music, please see Appendix 1 to this plan which details how specific adaptations might be made for some learners.

Our musical aims:

The expected impact of following the BHPS curriculum and Kapow Primary Music Scheme of work is that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical context in which it is developed.
- Understand the ways in which music can be written down to support perform and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.

- Meet the end of key stage expectation outlined in the National Curriculum for Music
- Ultimately, our children will develop a passion for music and be discovering their own musical interests and preferences.

Time allocation for music

- Taught in every year from F2 to year 6.
- At F2 it is taught for 20-30 every week with the opportunity to play instruments during explore and learn time outside of this discrete session. The children are taught mathematical concepts and new sounds in phonics through song and rhyme.
- At KS1 children are taught for 40 minutes a week and are then part of singing assemblies and nativities/shows.
- At KS2 children are taught by a music specialist for 45 minutes/hour as well as singing assemblies, carol concerts, production.

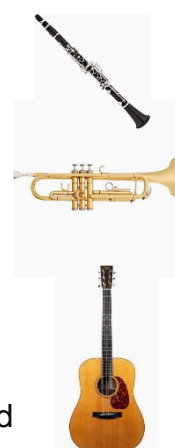
Part B: Co-curricular music

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.

At BHPS, we offer proudly a wide range of additional instrumental tuition and experiences. This sits outside of the normal music curriculum which provides the children with a fantastic variety of opportunities.

In their time at BHPS children could have the opportunity to learn:

- Woodwind – saxophone, clarinet, flute
- Brass - PBone. Trumpet, cornet
- Guitar
- Ukelele
- Piano
- Group drumming
- Individual drumming
- Rocksteady (electric guitar, electric bass guitar, keyboard, vocal and drums).
- Choir



All tuition opportunities listed above give parents and children the option for solo or shared music tuition which allows children the chance to take up tuition in a way that suits them.

Music is promoted throughout school and there are numerous opportunities for children to sing collectively. There is specific focus in these sessions to develop singing for pleasure, singing in unison, in different parts and in harmony. Children sing to a high standard, and this is also the case in year group productions. Staff are aware of different singing expectations appropriate for different ages/year group.

Singing and musical performances are often included in themed days or events, and this provides excellent opportunities for enhancing children's spiritual, moral, social and cultural development. It also helps to develop a sense of belonging and inclusion. It is common for musical experiences to allow children to learn about music from other culture and religions whilst also seeing their own backgrounds represented (*windows and mirrors*).

All children who learn an instrument in school and attend choir are encouraged to perform in the annual music concert. We also offer the opportunity for children who learn an instrument outside of school to audition for a place in the concert. This provides children with an additional purpose to their learning and the experience of performing to others. The school supports children who wish to take graded examinations.

The BHPS choir at numerous PTA events across the academic year such as the Christmas/Summer Fair. This provides the choir with a purpose and focus for the after-school choir sessions.

The school is prepared to subsidise funding for some children for them to access music tuition. Priority is given to those children who are in receipt of free school meals and Pupil Premium.

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 school choir that rehearse weekly every other half term. They perform regularly at PTA events at the school music concert.
- We have a large-scale music concert annually in the Summer which takes performers from extra-curricular tuition, whole class tuition, choir and a variety of music backgrounds.

- Children in Rocksteady perform termly where they perform to parent which has to be seen to be believed! This is used as a showcase for joining Rocksteady for the year 2 and 3 children who attend.
- Foundation, Year 1, Year 2, Year 4, Year 5 and Year 6 all participate in a production which is produced for parents to a high standard. Children within other year groups attend additional performances which promotes high-quality music/singing.
- We are proud of the standard in which the children perform in the listed productions above and this has been commented on by many parents.
- Year 5 take part in a concert at the local church which is always well attended and received by parents. It provides a fantastic opportunity for them to perform in location away from school.
- Although not every year, the BHPS choir has attended Young Voices concert.
- All year groups annually present a class assembly for parents which includes a musical element.
- The school host 'thank you' assemblies for parent helpers throughout the year. This has a musical nature as songs are chosen to perform at these events.
- Although not every year, children have also sung for the residents at a local nursing home.
- School has hosted performances from secondary school pupils (often former pupils) to KS2 children.

In the future

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

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:

- To create a school ensemble which brings together the high-quality performers we have in school which provides regular practice.
- To explore additional opportunities for children to be exposed to professional performers both in and out of school.
- Half termly performance opportunities in assembly for whole-class instrument tuition and choir.

Further information (optional)

Parents might be interested in 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.

Inspire Nottinghamshire Music Hub

Agreed adaptation for SEND pupils at BHPS. Music

A list of strategies in place as part of whole class music teaching at BHPS to support our SEND pupils.

- Opportunities for children to work alongside a peer to work collaboratively and learn from one another.
- Live marking with green pen during the apply part of the lesson.
- Verbal feedback given throughout each stage of the 4-part lesson structure which forms the majority of scaffolding and support in music.
- Use of visual and auditory representations/prompts when learning key concepts such as musical vocabulary, interrelated dimensions of music and instrument names and composers.
- For example, children were learning in this lesson about a Walking Bass Line. The colours corresponded with the colours of the keys on the glockenspiel they are using. They were then given this to colour code themselves in their books to use to play the walking bass line themselves.

C	E	G	A	A#	A	G	E	C	E	G	A	A#	A	G	E
F	A	C	D	D#	D	C	A	C	E	G	A	A#	A	G	E
G	B	D	B	F	A	C	A	C	E	G	A	A#	A	G	E

C	E	G	A	A#	A	G	E	C	E	G	A	A#	A	G	E
F	A	C	D	D#	D	C	A	C	E	G	A	A#	A	G	E
G	B	D	B	F	A	C	A	C	E	G	A	A#	A	G	E

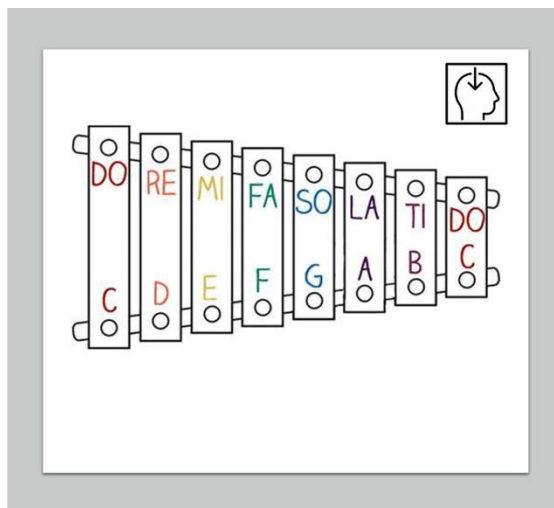
- Mixed ability pairings.

- Scaffolded lessons – I do , we do, you do. When notating on the stave in KS2 children are encouraged to write on the fingering numbers as well as the note names. If children benefit from having the note names written on the keyboard/glockenspiel post-its are used on the instrument.
- For example, in this lesson children were shown the notes on the glockenspiel. Shown the scale by the teacher modelling. Then children echo played with the teacher playing a note at a time to model with the gradual build to playing the full scale. Children built up to playing a scale slowly with effective modelling and

Glockenspiel Warm-Ups

Can we :-

- Play a scale ?
- Do some echo playing ?
- Play a broken chord ?



through the use of echo playing.

- Activate sections of the lesson often relate to the learning of that lesson which works as a reactive as well as a pre-teach to new learning. For example, warm-ups/activate section includes notes needed for the playing of a piece in the acquire section.



Recorder Warm-Ups



- Scale - C D E F G A B C C B A G F E D C
- Warm ups - Bb Bb Bb Bb Repeat 4 times
- F F A G Repeat 4 times
- G Bb A G Repeat 4 times
- A A C Bb Repeat 4 times



- Summative assessment tools from Kapow to formulate support needed and planning going forwards.
- Adapted expectation for recording in session. If children's fine motor skills would prevent the child accessing the learning in the same way then a photo of work in lessons is provided instead of written recordings.

- Kapow knowledge organisers to support children in their understanding (dual coding).

Year 1: Pitch and tempo (Superheroes)

Musical style: Film and television music

Listening and dancing to superhero theme tunes!

Film and TV music is designed to add to the mood of the action you are watching.



It can help you to feel excited, terrified, sad and happy along with the characters on screen.

Pitch

How high or low a sound is.



Tempo

The speed of the music (fast or slow).



Kapow
Primary

Vocabulary

Accelerando A musical term to describe when the speed of the music gets faster and faster.

Compose To create or write an original (new) piece of music.

Instruments

Percussion instruments Instruments which are played by shaking, tapping or scraping with your hand or a beater.

Tuned percussion Percussion instruments you **can** play tunes on.

Glockenspiel



Chime bars



Xylophone

Untuned percussion Percussion instruments you **cannot** play a tune on.

Drum



Tambourine



Maracas

Claves

