



## Music development plan summary: Humshaugh C of E (Aided) First School 2024/25

### Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Jude Long
Name of local music hub	Northumberland County Council Music Partnership North
Name of other music education organisation(s) (if partnership in place)	Charanga

Humshaugh First School embraces music as a highly valued part of a broad curriculum and a subject which can enhance the development of the whole child. It is our aim that every child at Humshaugh First School engages in quality music education from their entry until the end of Year 4.

### **We believe that an effective Music Education should:**

- Be a vehicle in the enhancement of the physical, social, and cognitive development of children.
- Be a reflection of the culture and society we live in, therefore providing children with a better understanding of their world.
- Be a unique way of communicating which can inspire and motivate people.
- Be a means of personal expression.
- Be all inclusive and enjoyable.
- Be respected as an academic and demanding subject, in line with other areas of the school curriculum.

**Our aim is to:**

- Provide opportunities for all children to create, play, perform and enjoy music.
- Introduce children to a wide variety of musical forms and styles.
- Aid the development of language and listening skills so that children can talk about, understand, and make judgements about the quality of music they hear.
- Plan musical activities, which give pupils a chance to develop transferable skills and develop the 'whole' child.
- Give children opportunities to explore and understand how sounds are made and can be organised into musical structures.
- Develop the interrelated skills of: Performing, Composing, Notation, Listening and Appraising.
- Nurture a pupil's sense of self and allow them to develop and explore their own abilities.

**Part A: Curriculum music**

Our music curriculum has been developed to meet the requirements set out in the National Curriculum, as well as the guidance published in the Model Music Curriculum (March 2021).

**Singing:**

Singing lies at the heart of our school community. Singing assemblies are led across KS1 and KS2 by the subject lead Jude Long, as part of the weekly timetable. Singing is very much valued as an important and effective part of school life. We are collating a bank of songs to ensure that children's singing skills show progression, as outlined within the Model Music Document.

Our singing teaching focuses on developing:

- The ability to listen, internalise and to sing in tune and with other people
- An understanding of pulse and pitch
- An understanding of musical notation
- Language skills
- Knowledge of other subject areas (for example learning songs about WW1/global warming/Geography/Shakespeare/refugees, etc)

### **Weekly Class Music Provision/Topics:**

Weekly music lessons are delivered by class music teachers across KS1 and KS2. Our Music subject lead delivers lessons in Years 3 and 4 and our RE Lead delivers lessons in Years 1 and 2. Children in KS1 and 2 receive an hour of curriculum music per week, some of this time incorporating singing sessions.

Across EYFS music is mainly taught in a 'discreet' way, with a sense of pitch, pulse, internalisation of sounds and participation skills being taught mainly through singing activities as part of the daily routine. Percussion instruments, their sounds and identification are also introduced during Nursery/Reception through exploration of rhythm patterns and improvisation.

A 'Progression of Expected Skills in Music' document has been developed: See website.

This is followed throughout Key Stages 1 and 2. In this document, musical skills have been split into progression strands titled: Performing, Composing, Notation, Listening and Appraising. Clear end of year expectations are set out in the document.

Planned Music Topics (Charanga) which link to the progression document, ensures that there is progression of musical skills in each stand and throughout each year group.

An overview of the Music Topics and end of topic aims for EYFS and Years 1-4 can be found on our website.

Our school is well resourced with a range of instruments being used across the topics in each year group. In KS1 an increasing variety of percussion instruments are introduced, including the introduction of pitched percussion. In KS2, various pitched instruments are used to further develop composition and notation skills. These include: chime bars and xylophones. Year 3 and 4 children also learn to play the Descant Recorder for at least a term as part of their music topic work.

### **Evidence and Assessment:**

Evidence in music is kept in a variety of forms.

When appropriate, sample paper copies of notation of compositions are kept in the children's music file. This is sometimes in the form of photographic evidence, particularly in KS1.

Performances of group, paired or individual compositions are recorded on class ipads and sample sets of recordings (to show a range of abilities and the ways in which work is differentiated) are kept as evidence of topics covered and work produced.

In KS2, topics usually last a number of weeks, culminating in a final performance. Classes follow the same topic plan, but each week, feedback and support are given to individual pupils and the tasks are differentiated as the project unfolds, ensuring that ALL pupils end up with a completed composition which they are comfortable performing. Visual aids, adapted tasks and the use of different/alternative pitched instruments are available for children to use, to ensure success.

Children are encouraged to talk about their own compositions, and those of their peers, using an increasing range of music subject specific vocabulary throughout the year groups (vocabulary appropriate to each topic/year group is included in our school planning grid).

### **How do we support children with SEND within the music curriculum?**

We recognise that in all classes children have a wide range of musical abilities, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability and needs of the child. We achieve this in a variety of ways.

- Setting tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty.
- Sometimes grouping children by ability and setting different tasks to each ability group.
- Using resources which support and scaffold learning and engagement.

## **Part B: Extra-curricular music**

We currently offer piano lessons provided by a local peripatetic teacher every Friday.

## **Part C: Musical experiences**

We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence and musical development of all children. We believe that, as part of providing a high-quality musical education, pupils must be provided the opportunity to be inspired by professional musicians in a wide range of musical genres. Every week, we have Music of the Week e.g. Pop, Classical, Reggae, Rock etc.

In the past we have worked with Opera North and Tyne Valley Voices choir and invited various musicians to come and work with the children such as Samba drumming and Steel Pans.

We are always seeking out opportunities which enable our children to experience live music performances. Every Christmas, the whole school attends the local Christmas show/panto at the Queens Hall in Hexham. This is often followed by a related workshop.

We actively seek opportunities for our pupils to regularly perform in public concerts as a means of heightening the profile of music within our school, as well as to inspire more children to want to participate.

The Music Subject lead's background is Performing Arts and she is a firm believer that all children should have the opportunity to perform thus developing vital skills such as confidence, motivation, self-esteem, enjoyment, team work and co-operation. These are life skills that the children take with them through school, college and beyond into the working world. Many visitors to school comment on how confident and outgoing the children are and this is very much to do with the performance opportunities.

Throughout the year, children in EYFS, KS1 and 2 take part in Harvest and Easter Services, a Christmas Performance and a big Summer performance.

## In the future

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

In the future we will continue to develop our music curriculum by:

- Introducing 'Cracking Composers' into music assemblies, to allow children to develop an understanding of the History of Music, by learning about key composers, their music and their place in time.
- exploring opportunities for music technology to be used within music topics, such as use of apps or recording equipment to change and adapt composed music.
- Providing more opportunities to watch live performances, both in school and in local performance venues (*budget dependant*)
- To introduce extra-curricular provision for children in KS1 and KS2.
- To introduce music assessment tracker sheets, to be completed at the end of each half term music topic, initially trialling in Years 3 and 4.