

Music development plan summary: St Botolph's CE Primary School

Overview

Detail	Information
Academic year that this summary covers	2024 to 2025
Date this summary was published	October 24
Date this summary will be reviewed	October 25
Name of the school music lead	Arran Jackson
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Leicestershire Music Hub
Name of other music education organisation(s) (if partnership in place)	

Part A: Curriculum music

Our school follows the Charanga Music Scheme which fulfils the National Curriculum statutory requirements (2014) and aligns with the Model Music Curriculum guidance (2019).

We work to the aims of the National Curriculum so 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 curriculum supports a school wide vision for music – to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

There are 6 units of work followed by each year group with a clear progressive approach that builds on substantive and disciplinary knowledge. We have planned our Music Curriculum over a 2 year rolling programme for KS1, LKS2 and UKS2. The units allow children to develop and secure their knowledge of the inter-related dimensions of

music. They incorporate learning about music across a range of historical periods, genres, styles and traditions, fostering respect and deepened understanding of a diverse musical world. Each lesson follows the structure of Listening and appraising, musical activity (Including games, singing, playing, improving and composing) and perform and share.

Children gain the skills, knowledge and understanding to improvise and compose, perform individually or in groups and appraise the music around them. They are given the opportunity to explore their voice and musicianship using a variety of instruments to develop creative, original musical work. They work independently and collaboratively on deepening their understanding of technical knowledge to accurately produce sounds and communicate their music to others, including through western notation. They learn to construct and deconstruct music to further their own ability to compose and they learn to gain an understanding of expression and what expressive knowledge means musically when performing and evaluating their work.

Skills and knowledge are revisited through increasing depth over time, as this is a spiral curriculum scheme- taking a holistic and cyclic approach to the development of musicianship. Through building on prior knowledge and understanding, the foundations are laid for a secure musical education preparing children for the next stage. Children become familiar with a planned progressive musical vocabulary presented through meaningful practical engagement in music that always starts with sound.

Music is taught for approximately 45 minutes per week by class teachers or cover supervisors. Musical learning continues through our singing assemblies and through the listening activities our pupils engage with in their assembly times. In years 5 and 6, pupils have the opportunity to learn to play the recorder.

EYFS

Music for children in the Early Years meets the requirements of the EYFS Statutory Framework (revised Jan 2024) and follows the guidance in the revised version of Development Matters 2023. The ELG 'Being Imaginative and Expressive' is developed through the EYFS units of work in the Leicestershire Primary Scheme, giving children the opportunity to;

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Additional Needs

All pupils with additional needs are supported to develop and succeed musically. We ensure full participation in music lessons with no child withdrawn for other learning. Where adaptations are required we ensure these are as inclusive as they can be, for example through sourcing an adaptive instrument if there is a physical need or through deployment of staff / additional resources to remove barriers to learning. The lesson plans we follow include suggestions for adaptive teaching to challenge or support which staff respond to as required.

Assessment

Formative assessment is central to musical progress and is part of every lesson. Pupils are encouraged to make self- assessments and peer assessments of their work 'live' and in the moment or by watching video recordings back. After additional teaching input they then have the opportunity to make amendments. Summative assessments are made at the end of every unit of work.

Progression opportunities

We look to support musical learning beyond the classroom, responding to musical interests that the children show and signposting families on to further opportunities. Pupil Premium funding is used to target small groups of pupils to enhance teaching and learning in Music.

Part B: Co-curricular music

At St Botolph's CE Primary School, we pride ourselves with the breadth of instrument lessons we have on offer. All instruments are taught by specialist music teachers/ Peripatetic teachers, many of whom have been teaching at the school for a number of years. This strong relationship ensures continuity of teaching for our children, aiding both progress and enjoyment.

St Botolph's offers the following instrumental lessons:

- 1:1 Singing tuition
- 1:1 Piano tuition
- Ukulele and guitar tuition through peripatetic paired sessions or 1:1
- Drum kit tuition – small group
- Rock steady band – group tuition

Those children eligible for Pupil Premium are able to use their PP money allocated to each child towards their tuition fees.

Our music lessons are taught in our dedicated music room, which is also used for all of tuition lessons and choir.

For those children who love to sing, we run a weekly school choir for children in Years 3 to 6 This is led by our music lead.

Part C: Musical experiences

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

Children at St Botolph's take part in weekly singing assemblies and music is incorporated into class assemblies, Harvest, Christmas and Easter Services.

Musicians perform at a number of concerts held in school during the year. Our choir and singers perform regularly within our local community, including church, Christmas Light Switch-on in Loughborough, and with Loughborough Concert Band. Annually, our singers travel to the Young Voices concert in Birmingham to experience participating in a massed choir performance. Our pupils also have opportunities to perform with pupils from other schools as part of musical events with our Beskilled Partnerships. Different year groups have the opportunity to work collaboratively on singing and musical activities throughout the year.

Our Year 5 and 6 children also have the opportunity to participate in a summer production, with opportunities for singing, or taking a role in the technical aspects of music within the performance.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE. Music is incorporated into a variety of activities and events within school, such as classroom routines and special celebrations. The overall provision is diverse, valuing all musical styles, genres and traditions equally. Parents and carers actively support music making, through support at events and through home learning.

In the future

Moving forward, St Botolph's is aiming to build on the depth of music we already have in place by extending the opportunities to sing and perform in instrumental ensembles.

We appreciate how vitally important it is to maintain the strong ties we have with our community and building on transition opportunities with our feeder schools, and work in the future will focus on this.

As a school, we are looking for ways to increase cultural diversity throughout our wider school provision and we are researching links with organisations that specialise in cultural diversity in the arts.

Finally, in order to extend our high-quality music provision, we are looking at ways to ensure we are providing greater opportunities for digital music provision at St Botolph's.

Further information (optional)

Collaboration – continue to work with schools with the Beskilled Partnership to offer musical opportunities to all pupils and share resources.

CPD – Attend Beskilled Music Network meetings and Leicestershire Music Hub Network meetings and training.

Share the DfE [guide for parents and young people](#) to show parents how they can get involved in music in and out of school, and where they can go to for support beyond the school.