

Music Development Plan Summary:

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	October 2024
Date this summary will be reviewed	October 2025
Name of the school music lead	Applicable to each school
Name of local music hub	East Riding

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.

Curriculum – At Wonder, we use the Kapow Primary Music Scheme across our Trust.

Our scheme of work meets the statutory requirements of the National Curriculum (2014) and aims to build a passion for music in every pupil. The National Curriculum for Music aims to ensure that all pupils:

- **Perform, listen to, review, and evaluate music** from a rich range of historical periods, genres, styles, and traditions, including the masterpieces of great composers and musicians.
- **Learn to sing and use their voices**, create and compose music both individually and collaboratively, seize the opportunity to learn a musical instrument, and harness technology appropriately.
- **Understand and explore the creation, production, and communication of music**, exploring its inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

Our foremost intention is to help children feel inherently musical and to nurture a lifelong love of music. Each class teacher adapts the scheme to ensure every child can access music within our school. We have ensured differentiation is part of planning for all ability ranges with approaches to help children do their best.

We follow the inter-related dimensions of music: performing, listening, composing, and the history of music. Our focus is on developing the skills, knowledge, and understanding that children need to become confident performers, composers, and listeners. Children will cultivate musical skills in singing, playing both tuned and untuned instruments, improvising and composing music, and listening and responding to music.

The Kapow Primary Music scheme is designed as a **spiral curriculum** with these key principles in mind:

- **Cyclical:** Pupils revisit the same skills and knowledge throughout their primary school years.
- **Increasing depth:** Each revisit covers the skill or area of knowledge with greater depth.

- **Prior knowledge:** Returning to a skill builds upon previous foundations, ensuring continuous growth rather than starting anew.

Our curriculum introduces children to music from all around the world and across generations, fostering an understanding of the history and cultural context of the music they listen to. This approach teaches them to respect and appreciate the music of all traditions and communities. All teachers have access to a playlist of music from the Model Music Curriculum to revisit in class time and to use in activities across other subjects and reinforce this across lessons.

As children progress through the school, we expect them to maintain their concentration for longer periods and to listen to more extended pieces of music. They develop descriptive skills in music lessons, learning how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch, often integrating these concepts. Additionally, we teach children how to collaborate in making music and how individual contributions combine to create harmonious sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and 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.

Implementation

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Kapow Scheme to ensure that children receive quality music lessons throughout the year. We are passionate about developing subject knowledge for teachers, so we produce comprehensive teacher packs for each unit. These packs provide background detail and exemplification for all songs and pieces studied, ensuring that our educators are well-equipped to inspire their students.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Kapow provides a classroom-based, participatory, and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group, and individual activities, children have opportunities to explore sounds, listen actively, compose, and perform.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated, and analysed. 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 children are given opportunities to apply their skills and collaborate through composition, fostering a sense of teamwork and shared creativity.

Lesson Delivery – Within each music session at Wonder Trust, we follow a dynamic six-part lesson plan designed to captivate and engage our pupils:

1. **Prepare:** Energise pupils and spark their interest in the lesson. This will usually involve a shared musical activity.
2. **Purpose:** Clearly share the learning objective and success criteria, which are used by both the teacher and the children to assess the lesson's work.
3. **Present:** Introduce new information or learning, usually involving teacher or video modelling of the musical knowledge for that lesson.
4. **Practice:** Allow children to put new learning into action through various activities.
5. **Prove:** An opportunity to independent performance or composition.
6. **Ponder:** A review and reflection on the musical concepts learned in the lesson.

Over the course of a unit, lessons will include performance, composition, specific listening tasks, and opportunities for giving and receiving appraisal and constructive criticism. Each music session involves whole class activities with opportunities for group work, ensuring a collaborative and inclusive learning environment.

Model Music Curriculum – The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. We follow the Kapow! units for musical tuition across a whole class. It is our intent to move to a specialist tutor model in 2025-26.

SEND – We strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach ensures that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding enable all pupils to achieve and succeed in music.

Assessment – Ongoing Assessment for Learning (practices within class and group sessions include the sharing of and reference to Learning Objectives and Success Criteria, as well as self and peer assessments of understanding, outcomes, and progress.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching, and by teachers and senior leaders within the Trust Kingfisher Assessment system to evaluate individual and groups of children's standards and

achievements and provision, and to inform future provision and school development. At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework, which is recorded in the end-of-year report. Formative assessments are recorded on our foundation subject assessment trackers.

Equipment – as a school we have a range of instruments, including glockenspiels, recorders, ukuleles, and untuned percussion.

Part B: Extra-curricular Music & Enrichment

At Pocklington Junior School, music is part of our assemblies, bringing the school community together. Sometimes this takes the form of singing – at other times pupils perform instrumental work.

Part C: Musical Experiences

Special occasions, such as Christmas celebrations, are enriched with festive music, creating a warm and joyous atmosphere. Additionally, we are excited to participate in the Big Sing for 2024-25, which will provide our students with an inspiring opportunity to join voices with others and celebrate the power of music on a grand scale.

In the future

Throughout the 2023-24 academic year, significant efforts have been made to ensure the rigour of the Model Music Curriculum is followed. This has involved comprehensive planning, training, and implementation to align our teaching practices with the curriculum's high standards.

There has been investment in new instruments to enhance teaching and learning, ensuring our pupils have access to quality resources. The music lead has also met termly with other subject leads for development, fostering a collaborative approach to curriculum delivery.

Additionally, a new subject review process has been introduced to ensure better monitoring and consistency across the Trust. As we move into 2024-25, our priority is to embed consistent monitoring and maintain the quality of our music education. Furthermore, we are committed to enhancing enrichment opportunities and expanding extra-curricular activities, ensuring that all children have access to a broad and inspiring musical experience.