



## Music development plan summary

### Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	November 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	David Ware
Name of local music hub	Hampshire Music Services
Name of other music education organisation(s) (if partnership in place)	Winchester College

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 Music

**Timetable:** Ensure a timetabled curriculum of at least one hour each week for Key Stages 1-2. We utilise the Kapow Primary Music Scheme, which provides a spiral curriculum with increasing depth and revisiting key skills.

### Intent:

The intention of the Kapow Primary music scheme is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order 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.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding 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, 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.

Our music scheme of work enables pupils to meet the end of key stage attainment targets outlined in the National curriculum and the aims of the scheme align with those in the National curriculum.

### Implementation

Our Music Curriculum takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

Children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise, demonstrate 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.

Our curriculum follows a spiral model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, the interrelated dimensions of music and more.

### Impact:

The expected impact of our music curriculum 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 contexts in which it is developed.

- ✓ Understand the various ways in which music can be written down to support performing 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 expectations outlined in the National curriculum for Music.

## 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 Compton All Saints Church of England Primary School we provide many opportunities for children to experience music beyond their music lessons in the classrooms. For Example:

- Peripatetic instrumental music lessons are provided for individuals/small groups of children on weekly basis in strings, woodwind and keyboard.
- Music, particularly singing, is an essential part of assemblies. We sign as a school on each of our whole school assemblies on a Monday and Friday. On Wednesday we have a whole school Singing Assembly.
- At our Summer Fete or Christmas Fayre our children will usually perform some of the songs we have been learning.
- During any of our church services throughout the year, our children will sing a number of the songs we have been practicing in school.

## 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 addition to the Co-Curricular experiences:

- We hold an annual music ensemble, where children who have been learning instruments can perform to the school.
- We perform two performances, our Nativity (Key Stage 1) and end of year production (Key Stage 2). Both of these events are able to showcase and celebrate both group and individual singing opportunities.
- This year, we have partnered with Winchester College for their Jazz band to come to school to perform a concert to our children.

## In the future

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

- Our aim is to re-establish our school choir and singing group. This should be in place by the end of this academic year. The group would meet regularly to practice songs for us to sing at a variety of school events.
- Next academic year, we aim to enter Young Voices – a national children’s choir event at the O2 in London.