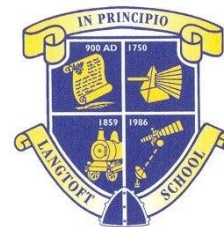


# Music development plan summary: Langtoft Primary School



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.

## Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	November 2024
Date this summary will be reviewed	November 2025
Name of the school music lead	Mrs D Britten
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Lincolnshire Music Hub
Name of other music education organisation(s) (if partnership in place)	

## 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 Langtoft, we use the Charanga Primary Music scheme across the school. Our school fulfils the statutory requirements of the National Curriculum (2014). The Expressive Arts and Design section of the Statutory Framework for the Early Years Foundation Stage (2017) and the National Curriculum Music Programmes of Study (2014) form the roots of Langtoft Primary school’s music curriculum. From this national documentation, Langtoft Primary school’s music curriculum has been devised, developed and personalised to our school community, having evolved from our values, vision, and mission statement.

Our music curriculum is underpinned by the national curriculum’s music aims to ensure 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.

At Langtoft, we understand that music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire children to develop a love of music and their talent as musicians and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose and to listen with discrimination to the best in the musical canon. Through our teaching of music, we will teach skills which transcend the music curriculum; improvising and composing, listening and appraising, performance (instrumental) and performance (vocal).

At Langtoft Primary School we aim for all children to:

- 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 ~ **Independence, Respect, Confidence.**
- Be **confident** and creative when singing and using their voices.
- Be **resilient** and adaptable when creating and composing music on their own and with others as part of collaborative teamwork ~ **Cooperation.**
- Be courageous and positive when learning a musical instrument ~ **Ambition.**
- Use technology appropriately demonstrating **respect** for equipment or instruments being played ~ **Consideration.**
- Have the opportunity to progress to the next level of musical excellence, whilst reflecting upon prior knowledge and past successes.
- Understand and explore how music is created, produced and communicated through a diverse range of musicians ~ **Respect.**
- Understand the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Charanga's Music scheme which has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities. Pupils are taught musical notation and how to compose music.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make 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 Changa Scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term. Music is taught as a discrete lesson usually lasting 30 – 45 mins.

Our Music curriculum is divided into five concepts. These concepts are the 'big ideas' in Music and travel through the curriculum, being built upon, progressively, year upon year as our children move through the school.

The concepts are as follows:

- Listening and appraisal
- Singing
- Performance
- Improvisation
- Composition

As underpinned by research, fundamental skills represented within the concepts are taught through a repetition based approach. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Children are taught these key skills using music from a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

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 given a chance for collaboration through composition.

**Lesson delivery** – Within each music session, there will be the following;

- A listen and appraise activity
- A warm up game and flexible track games – including vocal warm ups, pulse finding, rhythm games.
- An opportunity to learn and sing – each unit has a song that the learning is based upon.
- An element of assessment through questioning

Over the course of each unit there will also be opportunities for group or independent composition and improvisation.

**Music in EYFS** – We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014).

We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

**Knowledge organisers and Concept maps** – Knowledge organisers are used to provide a summary of the learning for each unit in a child friendly and accessible format. Included on the knowledge organisers is the key vocabulary that will be modelled and used in lessons. Concept maps have been created to demonstrate the progression of each key concept in music so that the children can clearly see how what they are learning now builds upon prior knowledge and also what it will help them to do in the future.

**Planning** – Our medium-term planning details which of the units are to be covered as well as the objectives to be achieved across the term. Individual lesson plans include guidance on differentiation to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

**Adaptation** – We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

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

**Assessment** - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. The first and last lesson in each unit is filmed to ensure teachers can assess the children progress.

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 assessment tracker. Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

**Resources** – We have a range of percussion instruments.

There is a central store of:

- large and small percussion instruments
- selection of instruments from other cultures
- a class set of glockenspiels
- a piano
- a class set of ukuleles
- Songbooks and Christmas Production packs
- CDs
- music stands
- recorders
- drums
- Guitars
- Out of the Ark song books and music
- Portable speaker and microphones

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Our resources allow breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as instruments and for composition.

## **Part B: Extra-curricular Music & Enrichment**

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.

We offer small group peripatetic music lessons for drums, guitar, electric guitar, keyboard, piano and singing which also provide children with the experience of making music. A number of children across all year groups are involved. Songbird Music provides drums, singing, keyboard, piano, electric guitar, guitar lessons and Music for Schools offer opportunities for woodwind and brass instruments with Mr White.

During the course of the year, pupils in Key Stage 2 have the opportunity to perform with our school choir. This service is provided by Songbird Music. The school choir have also performed at the Christmas Fayre and the Deeping Christmas light switch on.

Small scale performance takes place involving the school community e.g Carols in the playground.

The Deeping schools Rock band provides opportunities for children choose to take part and perform around all the local cluster schools.

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

Across KS1 and KS2, children have a range of opportunities to experience live musical performances and to take part in musical performances, such as Christmas plays/nativities, Year 6 production and carol services at Langtoft village church.

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 weekly assemblies, singing assemblies, classroom routines and special celebrations. Exposure to a wide range of musical genres is important in our school. Each week a new piece of music is introduced and discussed in assemblies.

Djembe drumming workshops are provided by the local Primary schools cluster specialist.

Children are involved in the Summer music concert. Those who take music lessons are able to perform in front of an audience comprising of their peers, parents and teaching staff.

Most recently, the profile of music has been raised by the school staff. A survey was taken of the instruments that have been or are played by the staff in school. These are displayed on the classroom doors. A group of staff members practised and performed for the children in assembly time.

Each year, a group of children from Year 5 and 6 are taken to the Young Voices concert. Children are given the opportunity to take part in this exciting experience.

## In the future

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

Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision. 50% of music lessons are currently funded for pupil premium children.

Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary school for transition.

CPD – Plan CPD for classroom teachers to increase confidence in delivery of music sessions with a focus on composition and improvisation.

Continuing to raise the profile of music in our school through the opportunities currently on offer.

## Further information (optional)

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.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.