



Guilden Sutton Church of England Primary School

Music Development Plan 2024-2025

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.

Music Lead: Trisha Williams

1. Overall objective/vision	At Guilden Sutton Church of England Primary School, we believe that high quality music education will engage and inspire our pupils to develop a lifelong love of music and their talent as musicians. We hope that this experience and achievement will then increase their self-confidence and creativity.
2. Key components	<ul style="list-style-type: none">- Music curriculum – EYFS, KS1, KS2, SEND- Classroom instrumental teaching – including visiting music teachers- Pupil Premium student engagement- Extra-curricular clubs – choir- Whole school singing assemblies including hymn practice- Termly performance opportunities- Links with local schools
3. Classroom instrumental teaching	<p>We use the Charanga scheme of music, following their Original Scheme.</p> <p>EYFS – Music is delivered throughout the year as part of the continuous provision in class. They are also taught as part of discrete music lessons in our Charanga scheme, learning nursery rhymes, well-known songs and exploring concepts such as volume, rhythm and pitch.</p> <p>Y1 – Y6: Through our music scheme, Charanga, children are introduced to a wide variety of music styles and genres from different times and places. Charanga lessons provide opportunities for active listening, performing and composing, as well as providing key</p>

	<p>learning about songs, artists and musical styles. Our intent in music is for children to:</p> <ul style="list-style-type: none"> - Perform, listen to and evaluate a wide range of songs and music styles. - Focus on famous and celebrated musicians and songs from different time periods and cultures. - Enjoy solo, group and class ensemble performances. - Explore the dimensions of music and develop their skills and knowledge in singing, playing instruments, composing and improvising, and performing to a variety of audiences. - Have the opportunity to learn a musical instrument. - Develop an understanding of the terminology used within all music: pitch, timbre, dynamics, tempo, texture, structure and musical notation. <p>Y4 – Children will receive music lessons from a visiting teacher, Mrs Gibson-Phillips, who will instruct them in a mixture of instruments such as ukulele, guitar, piano, samba drums and voice. As with other year groups, they will also develop an understanding of the terms listed above.</p>
<p>4. Implementation of key components</p>	<p>Please see music progression documents on our website – below is a summary:</p> <p>Curriculum Design:</p> <ul style="list-style-type: none"> • A carefully planned and sequenced Music curriculum that builds on prior learning and progressively deepens pupils’ musical understanding and skills. • Opportunities for cross-curricular links, integrating music with other subjects such as history, geography, and literacy. • Provision for pupils of all abilities, including those with special educational needs and disabilities, to access and excel in music. <p>Teaching and Learning:</p> <ul style="list-style-type: none"> • Skilled and passionate teachers who deliver engaging and inclusive lessons that cater to the individual needs of all pupils. • Varied teaching strategies that incorporate listening, singing, playing instruments, and composing to develop pupils’ musical abilities.

	<ul style="list-style-type: none"> • Use of a range of musical instruments and technology to enhance musical learning experiences. <p>Enrichment:</p> <ul style="list-style-type: none"> • Regular opportunities for pupils to participate in musical performances, both within the school community and in external events.
5. Communication activities	<p>Information is regularly shared through Facebook, school newsletter, weekly class blogs and through direct communication channels (SchoolSpider).</p> <p>Concerts and performances are organised throughout the year to showcase children's learning to parents. Call in Fridays, AmaSing concert, Christmas carol concert, Bishops High School Christmas concert, singing to the residents of Summerfield House, Easter Service, Nativity play, Y4 music performances, services in St John's Church, class prayer assemblies, and other opportunities each term.</p>
6. Evaluation process for the success of the Music Development Plan	<ul style="list-style-type: none"> • Named Governor for music – assessment and curriculum offer monitored. • Termly Subject Leader dedicated time to review curriculum lessons and interview pupils. • Regular time in staff meetings to receive feedback and check-in with staff delivering music lessons
7. Transition work with local secondary schools	<p>We provide a thorough handover to Secondary schools, including information of instrumental lessons.</p>
8. Budget, materials and staffing	<p>Budget is allocated to providing all children with the opportunity to access a high-quality music education. This involves funding a specialist music practitioner for Y4 and funding the music curriculum subscription.</p> <ul style="list-style-type: none"> • The school invested in a class set of iPads so that all children can work on one device each when learning about music technology and digital music. • We have spent money on a class set of glockenspiels and recorders, as well as the items required to maintain their upkeep.

9. Provision for PP and SEND	<p>Music lessons throughout the school are accessible for all learners.</p> <ul style="list-style-type: none">• We pay for instrumental lessons for pupil premium children and for the loan of instruments for pupils who need them.• We embrace the use of music technology, and this is used as a tool for children with SEN.
10. Summary Action Plan	<ul style="list-style-type: none">• Curriculum documents are clear and cohesive, aligning well with one another• Ensure assessments are used to inform future planning• Display music vocabulary during lessons so children can visualise the new and recurring vocabulary banks• An opportunity to hear live music at least once in the year• Provide new instrument option – recorders alongside glockenspiels• Keep up to date with new government requirements for new development plan• Visits from professional musicians, workshops, and trips to concerts or music venues to enrich pupils' musical experiences.