

Music Development Plan Summary: Abbey Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Helen Owen/Alan Kirkland
Name of school leadership team member with responsibility for music (if different)	Nicola Green
Name of local music hub	Nottinghamshire Music Hub Inspire
Name of other music education organisation(s) (if partnership in place)	Not Applicable

Part A: Curriculum music

Music teaching at Abbey Primary School delivers above and beyond the specifications of the National Curriculum. An ambitious, well-sequenced curriculum is in place, informed by the Model Music Curriculum (March 2021) to ensure that pupils make good progress. Lessons are delivered following the Kodály approach which progressively builds musical literacy. Children continuously and implicitly learn and develop the fundamental musical elements: solfa (solfa is a music theoretical system in which a series of syllables stands in for the seven notes of a scale. The system enables children to learn music by hearing it and verbally assigning names to pitches), rhythm, hand signs, memory development and singing, resulting in natural musicality and engagement. Children are engaged in music making; through singing, playing instruments and movement, as well as the incorporation of technology.

Abbey Primary School's Music Curriculum Progression Document: <https://primarysite-prod-sorted.s3.amazonaws.com/abbey-primary-school/UploadedDocument/c2f9fb23-68f3-4355-a167-84e04e9b780a/music-curriculum-overview.pdf>

Abbey Primary School's music curriculum develops pupils who:

- Believe in their own ability, drawing upon their innate musicality
- Enjoy and have an appreciation for music
- Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions
- Can sing and use their voices to create different effects
- Create and compose music, both on their own and with others
- Use a range of musical language
- Make judgements and express personal preferences about the quality and style of music
- Take part in performances showing an awareness of audience

The school employs a specialist music teacher for 1.5 days per week, to deliver music lessons to all to all classes – from Foundation 1 to Year 6 - who is passionate about capitalising on the innate musicality that lies within every child (and adult), leading to a musical culture throughout the school. Lessons with our specialist music teacher, as well as their class teacher, enable children to develop and practise their knowledge and skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

At least one hour's music teaching takes place each week, for all classes and is delivered as follows: a **30-minute music lesson** led by the specialist music teacher (and supported by the class teacher) per week, along with **an additional 15-minute session**, delivered by the class teacher. This session builds on the learning that has already taken place by reinforcing the fundamental knowledge and skills that enable pupils to succeed and progress. Staff across the school are enabled to continually develop their knowledge and understanding of how to teach music by supporting in lessons delivered by the specialist teacher. In addition, **a 20-minute music assembly is held each week** which enables children to practise

performing together in a range of different ways. Each year group's curriculum includes a range of carefully chosen pieces of music and songs to listen to and appraise each term. Over the course of their primary school experience, these culminate to encompass a diverse range of musical styles and people from different cultures.

Children who work hard to make a positive contribution in music lessons are awarded the school's music curriculum sticker on their Learning to Learn card in recognition of their achievements.

The DfE's Model Music Curriculum 2021 states: *"In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term... opportunities for development should continue beyond the mandatory term."*

In Key Stage 2, boomwhackers are a staple instrument, utilised regularly in music lessons to support pupils' understanding of beat, rhythm and melody, whilst building their dexterity and ability to work collaboratively during ensemble performances. Recorders are taught as a whole-class instrumental programme during the summer term in Years 3 and 4. Where children show significant promise, interest or dedication, they are invited to join an after-school recorder club to further nurture and develop their ability. A range of other instruments (tuned and untuned) are used to teach musical concepts throughout Key Stage 2 including chime bars, Maori sticks, xylophones and Samba drums, as well as body percussion and the human voice.

In Year 4, during the Autumn term, the children begin to learn basic chords on ukeleles as part of a whole class instrumental programme, before developing their skills and knowledge further throughout years 5 and 6.

An inclusive approach for pupils with SEND

Music lessons are practical in nature and ensemble in approach, leading to natural inclusivity. Collaborative work enables and encourages children to support each other's creative contributions under the guidance of the music teacher. Lesson objectives are adapted and scaffolded in a way that is appropriate to the child's need so that pupils with SEND have full access to lessons and gain a sense of belonging and achievement within our musical community.

Where children have one to one support, the music teacher discusses strategies with the supporting adult prior to the lesson.

Adaptations (made in line with specific needs/barriers) may include:

- Open-ended tasks that allow children to explore and experiment to achieve a variety of responses.
- Setting accessible tasks that allow children to achieve success and build confidence.
- Grouping children in a way that enables them to make a significant contribution to the whole e.g. keeping a steady beat, enabling a variety of more complex rhythms to be played.
- Adapting resources, techniques or instruments according to the ability of the child e.g. removing unnecessary notes from a xylophone or using stickers to identify the necessary notes.
- Targeting adult support towards groups or individuals to vary the level of support or challenge.

Assessment in Music

Ongoing, formative assessment for learning (AfL) is integral to all musical lessons, undertaken by both the specialist teacher and the class teacher during the lesson. Children are encouraged to evaluate their own success against the lesson's success criteria. In lessons, pupils are provided with specific feedback with the aim of improving and 'getting better' in line with the lesson's objective(s). The curriculum's design teaches and revisits key knowledge and concepts in increasing depth in a spiral fashion so that, over time, pupils have opportunities to revisit, rehearse and refine key knowledge and disciplines. Video evidence at key points within sequences of lessons is gathered to support children in assessing and critically analysing their performance with a view to improvement in key areas, both with the teacher's guidance and independently.

Partnership Working

The school is a member of the Nottinghamshire Music Hub as a Singing Hub School. This facilitates meaningful opportunities for all pupils to sing regularly, also joining with other choirs and vocal ensembles in the area. As part of our ongoing commitment to the hub, our specialist music teacher organises and hosts workshops that support and promote the development of a musical community between Abbey Primary School and other local schools. In the last academic year, Abbey Primary school hosted an event led by the National Youth Choir which enabled local schools to join us for a day of

singing training, culminating in a large-scale performance for parents. The school's specialist music teacher also delivers CPD to the staff of Abbey Primary School, as well as other local primary schools (free of charge), with the aim of improving their ability and confidence in specific areas of music e.g. teaching notation.

Part B: Extra-curricular music

As part of the wider curriculum offer, there are a range of opportunities for our children:

The school's peripatetic 1:1 or small group teaching programme provides the opportunity for pupils in Key Stage 2 to learn the flute, clarinet or violin. Close collaboration and between the school's specialist music teacher and the peripatetic teachers enables musical showcase concerts to be performed at regular intervals to other pupils and parents. This works to inspire new musicians as well as enabling parents to enjoy the progress made by their children as a result of their paid-for lessons and encourages regular practice at home.

Extra-curricular activities also include a lunchtime recorder club and membership of the school's choir for children in Years 3 to 6 – these are free to pupils wishing to participate.

As part of the Nottinghamshire Music Hub, the school accesses a range of opportunities that include an annual Christmas Concert at the Concert Hall, themed workshops and a range of opportunities to participate in filmed, produced performances alongside other schools.

Strong links with the secondary school facilitate regular opportunities for Abbey pupils to enjoy and attend secondary school performances such as the Christmas carol concert and other seasonal productions. These live musical performances lead to high aspirations in our pupils, as they see for themselves how their sustained effort and success at primary school equips and prepares them well for the next phase of their music education.

Abbey Primary School performs for the local community at a number of events and venues including King's Mill Hospital (carol singing), the local care home and Abbey Primary School's Christmas Extravaganza (an end of year celebration with

an open invitation to parents, families and the wider community). The school choir also performs at the school's annual summer fair.

Part C: Musical Experiences

At Abbey Primary School, music plays a crucial role in helping its children to feel connected to others as part of a community, therefore we continuously seek opportunities for all children to create, play, perform and enjoy music beyond the classroom. Through assemblies, year group and key stage performances, children showcase their developing talent and their understanding of performing with awareness of others - to audiences both in and out of school. Our specialist music teacher plays a range of instruments in lessons, including piano and guitar, to support the teaching of the music curriculum.

Opportunities include a cycle of performances throughout the academic year which are performed to parents and family members: Foundation 1 and 2 and Key Stage 1 (Years 1 and 2) participate in a Christmas nativity production, Lower Key Stage 2 (Years 3 and 4) participate in a musical performance of the Easter Story, including singing, dancing and instrumental ensembles, whilst in Upper Key Stage 2 (Years 5 and 6), the school visits the local church to perform a Christmas carol concert, including instrumental ensembles. In the summer term, Years 5 and 6 collaborate to present their summer production which incorporates singing, including solos and groups and instrumental ensembles. As part of their residential visit to London in the summer term, Year 6 children enjoy and benefit from the experience of a well-known West-End performance.

There is a whole-school singing assembly where new songs are introduced, and an existing repertoire are practised and refined. This weekly event is eagerly anticipated by children and staff alike and is fundamental to maintaining and strengthening the musical culture and community that exists at Abbey Primary School.

In the Future

- Further develop the tracking system that records and checks the number of pupil premium children engaging in extra-curricular music activities; review the school's budget and further ensure equality of provision for children who are unable to access paid-for tuition.
- Continue a program of CPD of teaching staff to increase their confidence and competence – ensuring that they are facilitated to support and fully engage in the lessons delivered by the specialist music teacher.
- To seek further opportunities for pupils identified as having significant musical ability to pursue their talent.
- The specialist music teacher plans to set up a school band later in the academic year to increase opportunities for pupils accessing paid-for tuition (including disadvantaged pupils) to perform to live audiences.
- A SEND music session for pupils with Severe Learning Difficulties (SLD)/Profound and Multiple Learning Difficulties (PMLD) is being piloted with a view to creating additional, holistic music provision.