

# Music development plan summary: ALFRISTON PRIMARY SCHOOL


## Overview

Detail	Information
Academic year that this summary covers	2024 – 2025
Date this summary was published	1 <sup>st</sup> October 2024
Date this summary will be reviewed	1 <sup>st</sup> September 2025
Name of the school music lead	Mrs Lindsey Hudson
Name of local music hub	Create Music

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

ALFRISTON SCHOOL




**Life Value: Collaborative Bee**

Our curriculum and wider school community provide opportunities for us to work together and learn from each other in a supportive environment. We model effective communication and teach coaching skills to enable children to recognise their own needs and those of others.

**OUR VISION**


**'Fair, Friendly, Fulfilling & Fun!'**

We have high aspirations for all of our children to be safe, happy, confident, responsible and knowledgeable individuals who can learn at their best. We delight in equipping all children to achieve personal success and develop a lifelong love of learning.




**Life Value: Curious Meerkat**

Our curriculum is designed to enable children to become critical thinkers and develop a thirst for new experiences. We encourage children to develop their questioning skills in order to build on prior learning and deepen their knowledge.




**Life Value: Independent Cat**

Through our curriculum, we provide opportunities for all children to be independent learners with high aspirations. Pupils of all abilities and social backgrounds are given the opportunity to achieve. Every child is recognised as a unique individual.



**Life Value: Creative Spider**

We have a diverse and creative curriculum, providing a wide range of first-hand experiences and extra-curricular activities. We celebrate the individuality of all our learners, giving them the confidence to express themselves. We provide a safe and supportive environment in which they can find different ways to deepen their learning.



**Life Value: Determined Tortoise**

Our curriculum provides breadth, depth and challenge. We model the importance of resilience, encouraging children to embrace mistakes as part of learning and development. We motivate each child to believe that they can persevere in order to meet their own potential.

**Kind Hands  
Kind Feet  
Kind Words  
Kind Everything**

Music plays an important part in the life of our school. At Alfriston, we want 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. We engage and inspire the children by encouraging them to listen to and enjoy all types of music from around the world and across generations, teaching children to respect and appreciate music of all traditions and communities.

### Our music curriculum

We follow the music scheme from Kapow Primary, which fulfils the statutory requirements for music outlined in the National Curriculum (2014) and aligns with the Model Music Curriculum (2021).

Kapow Primary's Music scheme 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 - singing and playing

Each unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, 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 and name the interrelated dimensions of music – pitch; duration (including pulse and rhythm); dynamics; tempo; timbre; texture; structure; appropriate musical notation - and use these expressively in their own improvisations and compositions.

Alfriston School's 'Curriculum Cycle' for music lays out when the Kapow units of work are taught across the year. We cover one unit per term. Music is taught as a discrete lesson usually lasting 40 - 50 minutes. For one academic year, all children in Sapphire Class (Year 3/4) are taught how to play a musical instrument by a specialist music teacher from the Create Music Hub.

Alfriston School's progression in music document details how knowledge and skills in music develop across the whole school.

The Kapow Primary scheme follows the spiral curriculum 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, as well as the interrelated dimensions of music and more.

You can find our school's music documents on our school website.

In each lesson, children will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

## Equality, Diversity, Equity and Inclusion

The music policy firmly supports the equal opportunities philosophy of our school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the music curriculum and participates fully in all music lessons. Activities in music are planned to allow children to respond according to their individual abilities, with appropriate differentiation by support, resourcing or outcome. There is a commitment to value, explore and perform music of all cultures. Music plays an important part in the celebration of religious and cultural festivals.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.

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);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children;
- Those children who are already learning a musical instrument are given the opportunity to play their instrument in the class music lesson.

We will 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.

Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

## Resources

The Kapow Music website has a range of resources that the teachers have access to. The school has a number of tuned and untuned percussion instruments including; xylophones, glockenspiels, chime bars, drums, tambourines, wood blocks, cymbals, triangles, beaters of various sizes, a piano. We also have laptops, ipads, chrome-books and headphones. Teachers use range of sources to broaden the children's experiences. We keep these resources in a central store. They are regularly checked for safety and relevance and new resources may be purchased as needed. Risk assessments are carried out according to the activity planned.

## Ongoing professional development

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge. Further CPD opportunities can also be found via webinars with Kapow's music subject specialists.

## Assessment, Recording and Reporting

Assessment is an integral and continuous part of the teaching and learning process at Alfriston School and much of it is done informally as part of teacher's day to day work. To formally assess children's skills in music, teachers and staff use assessment strategies such as questioning, discussion, feedback, evaluation and observing children participating in activities. Children are encouraged to assess and evaluate both their own work and that of other children. This supports them in understanding how they can improve their work and what their next steps are for future learning. Findings from these assessments are used to inform planning. Evidence may be in books, on display or shown as models. Recorded performances (audio or video) are excellent means of keeping evidence within this subject.

Music plays an important part in a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design. Assessments are made through observations of the children engaging with activities in an enriched learning environment and through adult-led tasks.

We monitor progress made by children against the learning objectives for the lesson and unit of work. We make termly summative judgements for each child against each unit's expected outcomes 'end points', and this is recorded via 'Arbor' (the school's cloud-based management information system). Findings from these assessments are used to identify and target those children not making expected progress and we intervene accordingly.

Progress in music is reported to parents through end of year reports and discussed with the next class teacher at the end of the year.

## Promoting Music

- School visits and visitors are organised, where possible, to enhance and extend learning;
- There is a music display in the school hall which shows photographs of our children enjoying learning about/playing music to promote and celebrate music in the school;
- The 'Clubs and Competitions' display board in the children's corridor and the 'Community Events' display in the school entrance area also celebrate the events and achievements of individual or groups of children via photos and labels;
- A choir club takes place weekly for children in Years 1-6, led by a qualified music teacher.
- We showcase the children's talent and progress during events and concerts during the year, eg. our Christmas Carol Service, Nativity, class performances.

## Health and Safety

Large instruments are only moved by an adult and no child has access to the music cupboard without permission or supervision. Any instrument that is blown is only used by one pupil and then cleaned with Milton in warm water. Teachers ensure that electrical equipment is used adjacent to power points and the children are warned to take care around the wires. Electrical equipment is PAT tested annually. If the performance stage is required then this is set up and put away by adults only or with children who are always supervised by an adult.

## Outcomes and impact of our music curriculum

The impact of our music curriculum can be constantly monitored through both formative and summative assessment opportunities. After the implementation of music at Alfriston, children should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

As well as making its own distinctive contribution to the school curriculum, music also helps to develop skills in other areas, especially in the development of English (eg. clapping of syllables in words; making music to 'tell' a story); PE (eg. matching movements to music; following choreography; performing movements in synchronisation; moving like certain animals), geography (eg. learning about other cultures; finding Brazil on a world map, learning about Brazilian culture and the carnival in Rio; recognising river landforms and vocabulary), PSHE/RSE (eg. considering the feelings evoked by the songs of WW2; giving emotion words to describe feeling 'blue'; being respectful and appreciative of differences in music), including underpinning our school Life Values (collaboration, curiosity, creativity, determination and independence).

## **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.

All children throughout the school are given the opportunity to learn a variety of instruments on an individual or group basis in lessons delivered by peripatetic teachers and paid for by parents or by the school using Pupil Premium funding. A number of our children attend summer music school, run by the Create Music Hub.

Children also have the opportunity to sing in the school choir and perform to the local community (for example at the church and at the care homes within the village). We also use opportunities to enrich the music curriculum further by inviting specialist music teachers to perform and/or deliver workshops to the children (eg. African drumming), and taking children out of school to visit venues where musical professionals perform (eg. Glyndebourne Opera House).

## **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.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

Throughout the year, opportunities are given for all children to perform in the classroom, during assemblies, in school events and concerts (eg. Inter-house Talent Show, Christmas Carol Concert) and musical performances.

We liaise and network via 'Create Music' (Brighton & Hove Music & Arts and East Sussex Music).

## **In the future**

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

We value the importance of quality first teaching and recognise the need for teachers to have a strong subject knowledge in music. Ongoing CPD is provided in the form of teacher videos for each music unit throughout the scheme. Teachers of classes who receive whole class instrumental tuition will take part in the music lessons and develop their subject knowledge through learning a musical instrument alongside the class.