Moseley Primary School - Music Development Plan

Local authority: Coventry LEA
Local music hub: Coventry Music
Music lead: Katie Dronfield
Headteacher: Nikki Evans

Date written: June 2025
Review date: June 2027

	Music Development Plan
1 – Overall objective	At Moseley, we believe Music is a vital part of a child's education. Music positively impacts a child's academic performance, assists in developing social skills, and provides an outlet for creativity that is crucial to a child's development. It has the ability to connect people and places, and the power of Music can reach all children regardless of potential boundaries such as race, language or background. During their time at Primary School, we aim to provide exciting and enriching opportunities for children to listen to live music, watch specialist performers and participate in local and national performance events. Through the school's ethos of Enjoyment, Discovery and Growth, we aim to promote a love and in-depth knowledge of Music that children can take with them as they journey through life.
2 – Key components	Whole school organisation: - In Early Years, class teachers are responsible for their own class organisation in relation to music. These lessons will complement and reflect the overall aims and philosophy of the school. Class teachers will receive support and guidance from the Music Subject Leader if required. - In Upper School the music curriculum is taught by a music specialist- Miss Dronfield and not by the class teachers. Pupils will learn to play the keyboard, whilst completing the other key areas of the national curriculum such as composition and listening (aural techniques). - In Lower School, class teachers will deliver Music lessons, using Charanga Musical School.

	• Performance opportunities include Coventry Music's Carol Concert, Summer Showcase and Creature Cantanta, Young Voices, Armonico Consort Concerts, Singing in the local community. • Professional live performances include opportunities to visit Belgrade Theatre, Theatre trips to London, Royal Opera and Ballet Schools Programme. • KS2 choir • Singing Practice takes place weekly, and singing is a key component of Friday Celebration assemblies.
3 – Classroom instrumental teaching	Music within the Early Years is taught through a combination of interwoven activities, linked to themes and cross-curricular learning, and the Charanga scheme. By the end of Reception children will: - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups. - Invent, adapt and recount narratives and stories with peers and their teacher (ELG) - Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music (ELG) - Sing a range of well-known nursery rhymes and songs (ELG) Music in Lower School is taught through the Charanga scheme. An overview of units and skills details which units are to be taught when and each unit contains a Musical Theme/Genre with a Composer Focus. Throughout this work, children in Year 1 and Year 2 will be taught to - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music. Music in Upper School is taught by a Music specialist. Children begin a journey of learning to play the keyboard. This is also interspersed with opportunities to learn the recorder and the ukulele. An overview of units and skills details which units are to be

<table>
<tr><td></td><td>taught when and each unit contains a Musical Theme/Genre with a Composer Focus. Units also include specific information about instrumental tuition and run concurrently with other areas of the Music curriculum.
During this work, children will be taught to:
- Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.</td></tr>
<tr><td>4 – Implementation of key components</td><td>Music Curriculum Map
<table>
<tr><th>Term</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr><td>Autumn 1</td><td>Musical Heartbeat
Pulse and Beat
Mozart</td><td>Music for the Soul
Rhythm, Pulse and Pitch
Aretha Franklin</td><td>Follow the Music
Rhythm, Metre and Tempo
Handel</td><td>Musical Stories
Structure
Harry T Burleigh</td><td>Melody and Harmony
Melody/Harmony
Thomas A Dorsey</td><td>Music Technology
Musical Notation
Stevie Wonder</td></tr>
<tr><td>Autumn 2</td><td>Play, Dance and Sing
Rhythm and Pitch
Johannes Brahms</td><td>The Orchestra
Texture
George Gershwin</td><td>We're all in the Together.
Texture
John Williams</td><td>Can you feel the Music?
Dynamics and Tempo
Beethoven</td><td>Out of this World
Dynamics and Tempo
Gustav Holst</td><td>The Ensemble Edition
Texture
Igor Stravinksy</td></tr>
<tr><td>Spring 1</td><td>Take it Easy
Types of Instruments
Bob Marley</td><td>Storyteller
Duration
Scott Joplin</td><td>Compose Yourself
Musical Notation
Elvis Presley</td><td>All that Jazz
Rhythm and Texture
Duke Ellington</td><td>Strike the right Chord
Texture
Vaughn Williams</td><td>Journey across the World
Timbre
Tchaikovsky</td></tr>
<tr><td>Spring 2</td><td>Listen to the Beat
Rhythm
Sergio Mendes</td><td>Sounds of Music
Pitch
Maurice Ravel</td><td>Visual Music
Melody and Pitch
Modest Mussorgsky</td><td>In the Past
Musical Notation
Richard Wagner</td><td>Synth Pop Sounds
Rhythm, Metre and Tempo
Bronski Beat</td><td>That's all Folks!
Pitch and Melody
Aaron Copland</td></tr>
<tr><td>Summer 1</td><td>Recorder Musical World
Pitch
Benjamin Britten</td><td>Improving Improvisation
Timbre
I Nyoman Windha</td><td>Summer Samba
Duration
Heitor Villa-Lobos</td><td>We're Jammin'
Melody and Pitch
Jimmy Cliff</td><td>Sounds of Africa
Timbre
Babatunde Olatunji</td><td>All at Sea
Rhythm, Metre and Tempo
Nathan Evans</td></tr>
<tr><td>Summer 2</td><td>Blown Away
Duration
Camille Saint-Saens</td><td>Summer Celebration
Dynamics
Anna Clyne</td><td>Singing the Blues
Timbre
B.B. King</td><td>We will Rock You
Timbre
Queen</td><td>Thank you for the Music
Duration
Abba</td><td>Back to Bach
Structure
J.S. Bach</td></tr>
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5 – Communication activities	Information regarding whole school music events and performances can be found on our website moseleyprimaryschool.co.uk. Parents are also informed via a weekly newsletter of any upcoming events. Social Media: Moseley Primary School has its own Instagram and Twitter page. Information about events and performances, and photographs/recordings of these events are shared via these sites. Information, regarding performance opportunities and trips are shared with parents thought MCAS (My Child At School App). They can use this app to sign-up to events and clubs or make purchases. Where children are performing in external events, parents may wish to purchase tickets to these events. Links of external providers are sent to parents via e-mail and MCAS.
6 – Evaluation process for the success of the Music Development Plan	Music is assessed on SONAR and covers all key learning from the National Curriculum. Teachers are able to use this information to plan accordingly for new learning or new classes. SONAR assessment is both formative and summative. The Music Co-ordinator will share updates and new initiatives with staff and SLT when considering making any changes and improvements to the current curriculum plan. Pupil Voice will be used to form part of the evaluation process to make allowances for children's interests and suggestions for future learning.

7 – Transition work with local secondary schools	Moseley Primary School has hosted performances from Coventry Music bands and musical ensembles from Bablake School (local secondary school). Network Music Event – Moseley led and hosted this event. Planned to take place every couple of years with other primary schools in our network. ***Options to consider:*** • Which secondaries? • What music courses to they offer? • Transition opportunities • Other collaborative projects with other schools • Neighbouring primaries, feeder secondaries, projects with Coventry Music, other partners and organisations. • Joint projects
8 – Budget materials and staffing	Annual Budget Implications: Charanga Music School Subscription: £350 per year. Sparkyard Subscription: £432 per year. Young Voices: £120 Some percussion instruments will need replacing, particularly glockenspiels, which are the main instruments for the Charanga units in Year 1 and Year 2.
9 – Pupil Premium and SEND provision	SEND pupils are supported by LSAs within music lessons. Lessons are adapted so that all learners can participate in the learning e.g. Notes are written on the keyboards for these learners, and they have easier music. Children who are working at a greater depth are given harder music and theoretical work to complete, as well as supporting other children. All children in KS2 receive whole class tuition on the keyboard.

10 – Summary Action Plan	*Write a list of immediate actions – make them SMART (specific, measurable, achievable, relevant, time-bound).* • Develop a clear plan and overview of Music in the Early Years • Provide more opportunities for transition, working with local secondary schools. • Continue to develop and build the school choir • Provide enrichment trips for musical performances such as Musicals and Operas

Useful links

Ofsted Document - Striking the Right Note: https://www.gov.uk/government/publications/subject-report-series-music/striking-the-right-note-the-music-subject-report

Music Mark Article about the Ofsted Document: https://www.musicmark.org.uk/news/ofsteds-new-music-subject-report/

New National Plan for Music – June 2022 - The power of music to change lives: a national plan for music education

Model Music Curriculum -
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf

Music Teacher Magazine Article: Building a musical culture in a primary school – the nuts and bolts for success