

Music development plan summary: Choppington Primary School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2024/2025
Date this summary was published	04/2025
Date this summary will be reviewed	04/2026
Name of the school music lead	Mairi-Claire Lumsden
Name of school leadership team member with responsibility for music (if different)	Richard Smith
Name of local music hub	Music Partnership North - Northumberland
Name of other music education organisation(s) (if partnership in place)	

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

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 Choppington Primary, we use the Kapow Primary Music Scheme across the school. Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for 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.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear. We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Kapow Primary'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. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. 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 Kapow Scheme, to ensure that children receive quality music lessons throughout the year – we aim to cover one unit per half-term. Music is taught as a discrete lesson usually lasting 45mins. Our lessons are taught with a combination of weekly sessions and focus days.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Kapow provides a classroom-based, participatory and inclusive approach to music learning.

Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. 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 elements:

1. A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work;
2. A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work. Kapow's Primary Music spiral curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing simpler 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.

Model music curriculum: The DfE's Model Music Curriculum 2021 states that: '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.' From September 2024, we will be using our

school music lead to deliver whole class instrumental lessons to Y3 and Y4. They will be learning to perform using a glockenspiel. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation.

Knowledge organisers: Knowledge organisers provide a summary of our intent for each unit of learning. They detail the key tier 3 vocabulary that children will learn, alongside some key sticky knowledge.

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);
- 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

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. Recordings of the children playing/ performing are uploaded on to the SeeSaw platform also. 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 recently invested some money on a whole host of new instruments. These include a full class set of chromatic glockenspiels as well as a whole host of un-tuned percussion instruments.

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.

We offer extracurricular activities including a very popular drama club where the children have the opportunity to sing, act and perform at least 3 times per academic year. This is run by 'All Star Productions'. We also run a school choir club during the Autumn term (with a view to having this run at different times throughout the year also). An increasing proportion of pupils are involved. Our choir regularly visits local supermarkets and local care homes to perform. We have church visits for service such as Christingle where we learn songs during singing assembly to perform for Parent's. We have annual Christmas performances including KS1 Christmas Play and our annual Carols on the Yard service for parents.

Last year we celebrated World Music Day and intend on this to become an annual occasion. The children had the opportunity to travel around the different classes with their house groups enjoying different activities in each class.

KS1 have also taken part in the Royal Opera House 'Create & Sing' programme where we had the opportunity to learn more about opera and take part in a joint performance at the Newcastle Civic Centre.

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 or in groups, which occur during the school year and contribute to the overall planning and time allocation for music. Across all key stages, children have a range of opportunities to experience live musical theatre performances courtesy of All Star Productions and to take part in musical performances, such as Christmas plays and nativities, UKS2 Leaver's performance, and Arts focused outcome events. 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. Visitors are also used to enhance the music curriculum where appropriate e.g. African Drumming for the 'Simba & Me' topic. Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

In the future

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

- Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend: Choir performances/ visits, class music assemblies for parents showcasing music curriculum music (particularly Y3/4); Nativities and class productions/ assemblies.
- Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary schools for transition.
- Musical engagement with feeder cluster primary schools– look for opportunities to work with cluster primary school to enhance the opportunity for performance.
- Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. PTA; local charities; fundraising in school from performances etc.)
- World Music Day – Continue with this annually and try to build upon it each year. Potential to invite some musical workshops into school or some local musicians.

Further information (optional)

CPD - 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 to teachers 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. Staff are able to access training via National College Online.