

Music development plan summary: Monksmoor Park CE Primary School



Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	Sept 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Katie Towers
Name of school leadership team member with responsibility for music (if different)	Katie Towers
Name of local music hub	NRMEH (Northamptonshire and Rutland Music Education Hub)
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.

We use Charanga's English Model Music Curriculum Scheme which is aligned with the National Curriculum for Music and the non-statutory Model Music Curriculum (MMC) Guidance published by the DfE in 2021.

This Scheme provides clearly-sequenced units and lessons with week-by-week support for each year group. There are lesson plans, assessment documentation, a clear learning progression, as well as engaging and exciting songs and resources to support every lesson. Key Learning and Outcomes with 'I Can' statements are provided to be used alongside assessment grids.

Our Scheme follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing musical confidence and enabling them to go further. Teachers can adapt their teaching to respond to the strengths and needs of the children they teach.

We work in partnership with our local Music Hub, NMPAT, to support whole-class ensemble teaching. The school music curriculum document can be found on the school website following this [link](#)

Purpose of study

“Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us.”

The power of music to change lives: A National Plan for Music Education June 2022

“Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which makes a great school.”

DfE Model Music Curriculum March 2021

A high-quality music education will inspire in children a curiosity and passion for music and performance through nurturing and developing musical techniques and skills in all pupils, through all key stages. These skills may be expressed instrumentally, vocally or through music technology. Music is one of the central building blocks of any culture and the shared knowledge of music is crucial cultural capital in understanding where we came from and our place in the world.

Throughout their primary education children should have access to the key areas of singing, listening and appraising, composing, and performing which, when taken all together, contribute towards the steadily increasing development of musicianship.

Music is fundamental to our humanity and civilisation. Every child deserves the opportunity to engage with music of all styles and from all cultures, in order to develop their own musical journey.

Our Scheme provides clearly sequenced units and lessons with week-by-week support for each year group. This scheme supports all the requirements of the National Curriculum: listening, singing, playing, composing, improvising and performing.

This Scheme of Work is built on the following principles:

Vision and Aims:

Our vision, in line with the National Plan for Music Education(June 2022), is for all pupils to:

- Learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interest and talents
- Experience a broad musical culture, accessing high-quality curricular and co-curricular music
- Access the expertise, instruments, technology and facilities they need to learn, create and share their music
- Engage with a range of enrichment opportunities to play and sing, to perform, create and experience live music, and to have their music heard
- Have opportunities to progress their musical interests and talents

To enable this we will ensure that:

- Children will develop their skills in inquiry and critical thinking.
- Children will begin to feel and learn about social connectivity.
- Children will learn about and deepen their musical understanding and connect this with their place in their community.
- Children will become globally aware and understand what it means to become a citizen of the world.

- Songs and singing lie at the heart of the learning process.
- An authentic musical experience is at the heart of musical learning.
- At each age and stage of development, musical learning is drawn from engaging with the songs in each unit.
- The scheme is fun, modern, inclusive and engaging.
- The scheme is flexible and can be used as a structured approach to music teaching or can be turned into a customised model for an individual school or class.
- The scheme will help children to understand and connect with different styles of music from various cultures, particularly where cultures intersect.
- Children will gain an understanding of historical and cultural contexts related to music.
- Children will form their own musical opinions and learn to make their own music

Through the design and delivery of school music, music education should be fully inclusive of and accessible to all pupils and encourage them to bring their own individual experiences to their musical learning. Adjustments should be made where needed. We embrace the cultural diversity of our pupils and encourage them to bring their own individual experiences to their musical learning, whilst also shining a light on the many musical possibilities that exist in the wider world.

Scope of the curriculum

Within every unit for every year group, children will listen, sing, move, play instruments, improvise and/or compose, and perform a wide variety of songs in many styles. With a focus on teaching about the elements of music through songs, children will continue to develop their knowledge and skills related to these foundational building blocks of music.

Our intention is to support children of all ages in discovering their identity and finding their place in the world.

With each unit centred around an age-appropriate *Social Question* and *Musical Spotlight*, children are encouraged to think deeply about the world, their communities, and their relationships with others. You may refer to these social questions as each lesson within a unit unfolds.

We encourage children to engage with and inquire into the broader role music plays or enjoys in our lives and society.

Musical Spotlights

Each unit of work has a Musical Spotlight. Just like the Social Questions, the Musical Spotlights deepen as the children move through the scheme. They offer an opportunity for a musical focus in each unit and a way to deepen the children's musical knowledge and understanding. Each Musical Spotlight highlights a musical activity and/or musical elements to be discussed, learnt about and integrated into each lesson of the unit. This can be achieved through the use of the unit songs. Use the Musical Spotlights flexibly within each lesson. Encourage children to tell their audiences about them when introducing their performances.

For a description of each Musical Spotlight, please see the Musical Spotlights document.

Extension Activities for Composition Years 3-6 and the Song Writing in Years 5 and 6 documents support the teaching and learning of the Musical Spotlights.

Social Questions

From Year 1 to Year 6, the spiral approach allows six Social Questions to be progressively revisited. While lessons build upon the interlinking elements of music that are introduced in the first year, children simultaneously explore music's broader role in society in an age-appropriate manner. The questions are rhetorical, and intended to stimulate and focus class discussion. There are also many opportunities and suggestions in each unit for helping children make cross-curricular connections (you will find these listed in the Unit Overview documents).

To do this, these six Social Questions are revisited annually in the same order.

In addition, children in Y4 will receive a 'First Access' project which is led by NMPAT. They will learn to play either a violin or cello. These instruments have been selected as our county groups feel they have less children applying for county orchestras.

Singing is the 'golden thread' of music through the school. Singing is key to developing musicianship and is a core part of the curriculum offer. In addition to the units above, children should have regular opportunities to sing during the school week. This can include singing in assemblies, collective worship, singing in class or singing in the school choir.

Part B: Musical Enrichment Activities

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.

At Monksmoor Park CE Primary School, in addition to curriculum music, children also have access to:

- A school choir at no charge (all children from Year R-6)
- Mass choir performances at a professional theatre
- School performances every year
- Singing in collective worship
- Opportunities to enjoy live performances at least once a year
- Individual music lessons through peripatetic staff (currently lessons offered on piano, violin, cello and ukulele). These are charged at £91.66 a term or £42.83 for group lessons. However, those in receipt of pupil premium may be eligible for discounted or fully funded lessons.

Children are also encouraged to join local music groups, such as Saturday Music School, and details of these are made available through school newsletters, noticeboard posters and in parent communications.

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.

At Monksmoor Park CE Primary School, in addition to the curriculum music and enrichment activities detailed above, children also have access to a range of musical experiences through our cultural passport:

- Singing in collective worship
- Opportunities to enjoy live performances at least once a year either at a professional concert or through visitors into school.
- Singing as part of their own productions each year (nativity for EYFS; crib service for Y1/2, Easter service for Y3/4, End of year production for Y5/6. The Easter and Crib service are supported by live musicians.
- A carefully devised programme of musical listening whilst entering and leaving Collective Worship.
- Opportunity for KS2 to sing at a mass choir performance at a professional theatre.
- Opportunity to sing in local events i.e. Daventry Christmas Fayre and local care home.

In the future

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

- During the academic year 2024/25 the Music Curriculum will be monitored as this has been newly implemented this academic year.
- Further opportunities to hear live music in school and via school trips
- Training for staff to ensure the effective delivery of the school curriculum

Further information (optional)

Link to the NMPAT website (Hub Lead Organisation for NRMEH: <https://nmpat.co.uk>)

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.