

Music development plan summary: Grampian Primary Academy

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	23-24
Date this summary was published	
Date this summary will be reviewed	
Name of the school music lead	Patricia Parkin
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Derby Music Hub
Name of other music education organisation(s) (if partnership in place)	Pro-excel

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.

Year 1

Year 1 follow the Charanga English Model Music Curriculum Scheme. It is focused on singing. Pupils learn to sing for enjoyment with good technique. They learn to comment on the meaning of the songs and the emotions they feel from the music. The instruments, style and special features of the song are explored. Students work on improvements and add appropriate actions/dance moves, clapping and then performing it to finish the learning of the song. Some performances are recorded and watched back to discuss what went well and what further improvements could be made. Percussion instruments are used to create short pieces and students learn the names of the percussion instruments, how they work and how they sound different. The importance of joining in and playing music as a class is embedded. Year 1 perform to the reception students at the end of term 2 and 3 to learn how to present to an audience.

Year 2

Year 2 follow the Charanga English Model Music Curriculum Scheme. With singing technique and team ethos embedded from year 1, the song difficulty and level of discussion are increased. Musical keywords are encouraged to be used more in discussion when making comments. Claves are used regularly in the class warm up to build timing skills using instruments, as well as in singing. Percussion instruments are used again to create short pieces; students become more familiar with the names of the percussion instruments and how to play them correctly. The instruments in a band are broken down in to more detail and the class learn to identify them in the songs they learn. The meanings of any new words and how words rhyme in a song are discussed. Year 2 perform to the year 1 students at the end of term 2 and 3 to continue to embed how to present to an audience.

Year 3

Year 3 begin with the Charanga English Model Music Curriculum Scheme in Term 1. It has a focus on singing a range of pop music styles and learning about their special features. We continue to keep the joy of singing a focus in term 1.

In half term 2, year 3 have lessons with a drama specialist from Hubbub Theatre. The students create their own freeze frame stories and perform them to the key stage 1 classes. The specialist uses a range of drama games and examples to teach about fluid movement, character and emotion.

In term 2, the students follow a topic on Traditional African Music. The class learn about the history of African singing and the djembe drum. Two class performances are created, one per half term. 'The African' is used as a basis, with ideas of how to change repeats of the verse using percussion, voices in different ways and actions to make a longer piece with many sections. The keyword 'structure' is a big focus in this topic - how music is organised to make it interesting to listen to and to make longer pieces of music.

In term 3, the first half term uses a Bucket Drumming topic. The focus is on learning to play a more difficult instrument with good technique and timing. Students learn to feel the pulse using their body to help them stay in time to the songs. It begins by playing on beat one with one drum stick and builds to playing short rhythms with two drum sticks. Students learn to recognise, read and write the 4 basic rhythms.

In the last half term of term 3, we learn about the orchestra in more depth and how to play the recorder. The students learn to read pitch and gain understanding of how written music works. Developing a beautiful tone on the recorder takes time and resilience - students learn how to control the sound and place their fingers with good technique to change the note cleanly.

Year 4

In year 4 the students work with Derby Music Hub with a specialist instrument teacher. This year they are learning the violin. Students have the instrument on loan and can take the violin home for further practice.

Year 5

In term 1, year 5 learn about the history of rap, creating a class rap. Using some provided lyrics, the class make composition choices to create a longer structure. They repeat the lyrics with changes to the elements of music. There is a big focus on changing the texture using layers of percussion instruments, adding sung notes in the background. Students reflect every lesson on how their ideas are working and decide what to keep and what to change to improve the performance. The rap is recorded to hear the final performance in detail and to reflect on the composition.

In the second half term, year 5 complete a bucket drumming topic. We do a detailed revisit of rhythm reading and follow the structures of rock songs. The students work on changing to different rhythms in the sections of the song while staying in time. A range of sounds from the bucket drum are used - the top, the edge and the sides within the rhythm patterns. Students learn about the sounds of the different drums in a real drum kit and how the drum kit came to be invented.

In term 2, year 5 study and play the recorder. They learn about the age of the recorder, listen to and discuss early music. We develop further music reading skills by looking at pitch and rhythm together and follow written music on the Charanga recorder scheme. Students take their recorder home to improve their tone and finger placement on the instrument. They work on regular feedback and learn to correct their own and others' technique.

In term 3, we explore Minimalism, a movement in the 1960s that took music back to basics. It was also seen in the art and architecture at this time. We listen to examples of minimalist music and compose a class pieces using glockenspiels, xylophones and percussion. We record the performances and the class listen back to reflect on the choices and improvements.

In the final half term, we come back to the Charanga Model Curriculum and learn a fun K-Pop song. We perform this song to another year group to help the class really focus on rehearsing and creating a very polished performance.

Year 6

Term 1 begins with a rap writing topic. We look in detail at how to rhyme words and how to use the rhythmic qualities of words to make the sentences flow. The class warm up with tongue twisters and listen to raps from story bots to hear how to project their voice and use intonation to sound more professional. The class write sections of the rap in small groups and each student has a solo line within the rap. The rap is rehearsed and performed over a backing beat.

In the second half term, the recorders are revisited. With the prior knowledge of recorder technique, rhythm and pitch reading, the students work towards playing parts in texture layers. They see all the parts of the music so they can explore what a score would look like for a conductor who sees all the instrument parts on their music. The class listen to some orchestral classics and discuss why they are still so famous today.

In term 2, year 6 return to the bucket drums. Their prior knowledge of music reading and timing enables the students to explore more difficult rhythms. The topic incorporates a performance to the school for anti-bullying week and explores the music of Queen. The parts of the drum kit are revisited and students use the different areas of the bucket drum to mimic the drum kit sounds.

Term 3 focuses on developing drama and music skills to build confidence for the year 6 leavers show. Students learn how to use their voice well in the hall, how to project their voice to be heard, to face the audience and to move well. We use singing and instruments to create short pieces and discuss how the piece would look and sound for an audience watching. The topic also focuses on what makes a performance good to hear and watch and how year 6 can rehearse and improve to put on a super show.

Inclusion and SEND

Music is a wonderfully inclusive subject. It can be adapted in so many ways to bring students together and give everyone a part they are comfortable with. All music

lessons are carefully tailored to accommodate the range of skills in the class. The tempo can be increased or decreased, the rhythm and pitch work can be simplified or increased in difficulty. Working on timing can get the whole class helping each other to count using class leaders, conductors and the teacher. The words of the songs are appropriate to enable students to follow and even memorise them quickly. Composition offers a huge range of options with the students' ideas that can be tried out and improved or changed depending on how they are affecting the timing. The wide range of percussion instruments offers mobility options with different grips and ways to play. Singing in itself provides opportunity for great expression by everyone, a tool everyone can use to be musical. Music is often differentiated by outcome and by working carefully with students and TAs to challenge and develop musical skill in the right way for all students.

Music also involves learning and discussion about the styles, meaning of lyrics, use of the elements of music (tempo, rhythm, melody, structure...) that all students can offer an opinion on. Retrieval questions, student feedback on performance work and end of lesson take away tickets are multiple choice or open ended to aid participation.

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.

Lunch time choirs and ensembles:

Wednesday – Year 5 and 6 choir

Thursday – Year 3 and 4 choir

Friday – Year 2 choir

Drumming practice for playing in singing assembly and concerts prior to performances.

After school clubs and extra-curricular:

Half Term 1 – Sing-a-long Club (Year 1 and 2)

- Exploring percussion (Year 5 and 6)

Half Term 2 – Year 5 recorder club

- Christmas songs (year 3, 4, 5, 6)

Half Term 3 – African Drumming (Year 3)

- Songs from sing 2 (Year 3, 4, 5, 6)

Half Term 4 – Drawing pictures to music (year 1)

- Drawing pictures to music (year 2)

Half Term 5 – Keyboard Club (small group tuition)

- Advanced drumming (small group tuition)

Half Term 6 – Year 1 choir

- Karaoke Club (year 3, 4, 5, 6)

Our school also offers a dance club in the Spring term. This culminates in a performance at a local event.

Derby Music Hub – In year 4 the students learn the violin with the music hub specialist. These are on loan and can be taken home for individual practice time. The hub also sends us information about singing weekend and holiday clubs that we encourage the students to attend.

Pro-Excel partnership: Pro-excel are a performance company. Their performance lead came to teach choir the dance and song to perform as part of the pre-show entertainment at Tottenham stadium. We then continued to rehearse the song and dance in choir lunch time club and had an amazing trip to London to perform in the stadium.

Local community links. The KS2 choirs performed Christmas music at a local church and a local care home.

Part C: Musical experiences

This list of musical experiences are musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

- Weekly singing assembly (whole school). The assemblies cover a large range of vocal styles from pop songs, folk songs, languages songs and musicals.
- Students are accompanied for some songs by staff players on guitar, piano, ukulele and saxophone in singing assembly
- Students perform accompanying the school on the drums in singing assembly.
- School Christmas concert (year 2, 3, 4, 5, 6). Performed to the school.
- Nativity story with songs (year 1 and 2). Performed to parents and careers.

- Choirs perform Christmas music for audiences at local churches and care home (year 3, 4, 5, 6)
- Trip to perform at Tottenham stadium. The students watched a classical choir and a gospel choir who were also part of the show (choirs in year 3, 4, 5, 6)
- The choirs and drummers perform at fund raising events such as cake sales. (choirs in year 2, 3, 4, 5, 6)
- School summer concert (choirs and instrument players in year 2, 3, 4, 5, 6) Performed to parents and careers.
- Classes perform to each other at the end of some topics.
- Year 6 put together an end of year leavers show. This year involving acting out a script they have written and finishing with a whole class leaver's song.

In the future

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

- Opportunity to enjoy live performance at least once a year. Finding budget/student contributed money to book performers to give shows at school to enrich the curriculum.
- Inviting parents and carers to hear the clubs perform in the final session when clubs are suitable to show their work.
- Continuing our community links with performing in local church and care home.
- Organising a 'Grampian's Got Talent' show give soloist a platform to perform on and provide a third performance at Easter to have a termly performance.
- Looking at instruments we have in school that music teacher can be given time to learn and create clubs and or tuition with (steel pans and possibly clarinets at a later time)
- Working out a way to lend out spare drum kit to younger student and tutor them to continue our tradition of drummers in the school
- Invite a local school in for a singing festival to build local links

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

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.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.