

## Music development plan summary:

### Grampian Primary Academy 24-25

#### Overview

Detail	Information
Academic year that this summary covers	24-25
Date this summary was published	Sept 2025
Date this summary will be reviewed	Summer 2026
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)	

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.

Currently years 1 to 6 receive an hour a week of music teaching. The introduction of outdoor learning in the last term has meant some classes now alternate with a two-hour outdoor learning lesson one week and a two-hour music lesson the following week.

##### 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, the emotions they feel from the music. The instruments and style and special features of the song are explored. Students work on improvements and add appropriate actions/dance moves, clapping and then perform 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 in the nativity in term 2 and perform a charanga song to year 2 students in term 3 to embed how to present to an audience. **In the final term the charanga rhythm grid tool is used to introduce rhythm reading using short tasks of choosing and clapping the chosen rhythms in the grid.**

### 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 on instruments as well as in singing. Percussion instruments are used again to create short pieces and 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 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 is discussed. Year 2 perform to the year 3 students in term 1, perform in the nativity in year 2 and to the year 1 students in term 3 to continue to embed how to present to an audience. **In the final term the charanga rhythm grid tool is used to introduce rhythm reading using short tasks of choosing and clapping the chosen rhythms in the grid.**

### 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. They perform their best song to year 2 to finish this topic. They read rhythms using the charanga rhythm grid and use the claves to play rhythm.

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 using a short song that they add their own ideas to. One in each half term. The African song is used as a basis with ideas of how to change repeats of the verse using percussion, voices in a different way 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. The final percussion ideas are written down so the students can read the rhythms they have composed. **The topic end with a performance to nursery and reception.**

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 drumstick and builds to playing short rhythms with two drumsticks. Students continue to read rhythm and learn to draw the 4 basic rhythms.

In the last half term of term 3 we learn about the orchestra in more depth and to play the recorder. The students learn to read pitch and gain understanding of how written music works. Develop 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 note cleanly.

#### Year 4

In year 4 the students work with Derby Music Hub with a specialist instrument teacher. This year they have been learning djembe drumming. The hub teacher uses warm-ups with movement to the pulse of classical and Caribbean music, rhythm reading tasks using flash cards and singing tasks.

Along side this the class are split into smaller groups to learn the steel pans with the school music teacher. The steel pan topic introduces the history of where the steel pans are from, how they came to be invented and how they are made. The students learn to play with good technique using short exercises and then create compositions. The compositions are made by the students making up catchy rhythmic sentences a section A and a section B. The section A then returns to make ABA, ternary form. Ternary is an old way to organise sections that is still widely used today. The composition can then be extended with an introduction section and ending if time permits.

The steel pans are organised into three chord sounds, C chord, F chord and G chord using three groups of players. Each chord group plays the rhythm sentence the number of times decided by the group. Then the next chord group plays it and then the G chord group... This creates good discussion and physical example of what harmony is and the mood that major (happy) and minor (sad) sounds can create. Pitch reading is continued using retrieval flash cards and through the final choices being notated into real music to be followed.

Each lesson involves regular feedback on what is going well and what to improve from students and teacher.

The group performs to the djembe students when the piece is well rehearsed, and the djembe students perform to the steel pan students to showcase their work.

In the final half term, the whole class return together to work on a djembe extravaganza to perform to their grown-ups.

#### Year 5

In term 1 year 5 learn about the history of rap. They create 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 60s 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 watch a professional group for inspiration and work hard to really focus on rehearsing with intent through clear feedback and creating a very polished performance.

In the very hot weather, we used one off lessons that looked in detail at famous pieces of classical music that create a picture in the listener's mind. We discussed why the music is so successful, focusing on talking about the timbres (special sounds) of the instruments chosen. The students then created their own drawings in response to the music. The lessons ended with show and tell of some students' pictures, they explained their choices and how they linked to the music.

## Year 6

Term 1 begins with an anti-bullying rap writing topic. We look in detail about 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 in they would like to rap on their own. The rap is rehearsed and performed over a backing beat. The topic concluded with a performance to the school in an assembly.

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 on 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 go back on the bucket drums. Their prior knowledge of music reading and timing enables the students to explore more difficult rhythms. The topic 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. The story of Ringo Star's difficult journey to become a drummer is used to inspire the students.

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 using vocal and movement games.

In the very hot weather, we used one off lessons that looked in detail at the music of Oasis and The Beatles. We discussed why the music is so successful and went into detail about the meaning in the lyrics as well as discussing the relationships of the artists in the bands and how music brings people and families together. The students then learnt to sing the song studied in that lesson using good pitch, rhythm and breath control.

#### 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.

Our wonderful TA in the nurture group has been using the piano and drums with some students and this has been really positive.

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:

Wed – Year 2 choir

Thursday – Year 5 and 6 choir

Friday – Year 3 and 4 choir

Drumming practice for playing in singing assembly and concerts on some lunchtimes coming up to performances.

After school clubs and extra-curricular:

Half Term 1 - Song writing club (year 5 and 6)

Half Term 2 – Percussion club, glockenspiels using jingle bells (year 4)

- Writing a group Christmas song (year 6)

Half Term 3 – African Drumming (year 3)

- Song writing and instrument playing development (year 4, 5, 6)

Half Term 4 – Danny go and singing club (year 1)

- Grampian's got talent rehearsal club (year 3, 4, 5, 6)
- Staff and student rock band – Oasis song

Half Term 5 – Danny go and singing club (year 2)

- Steel pans (year 4)

Half Term 6 – Rock Band (year 5 and 6)

- Steel pans (year 4)

Our year 1 teacher also offers a dance club in the Easter term. This culminates in a performance at a local event.

A few students have private piano lessons and one student has drum lessons (now left in year 6)

Some students go to a local choir, dance lessons, theatre group.

Derby Music Hub –The hub also sends us information about singing weekend and holiday clubs that we share and encourage the students to go to.

## 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 were invited again to perform Christmas music for an audience at local church (year 3, 4, 5, 6)
- KS2 go to a local church for Christmas singing and to learn about the nativity.
- The choirs perform at charity 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 had written and finishing with a whole class leaver's song.
- Our year 1 teacher also offers a dance club in the summer term. This culminates in a performance at a local event.
- The year 4 djembe topic finished with the students giving a concert to grown-ups
- The new after school song writing clubs have been a great success and offer composition exploration
- In the first half term KS2 were able to watch a stage production of 'Oliver' the musical that came to the school and performed in the school hall.
- We have had two amazing professional music performance groups come in to play to the school. A string quartet called 'The Playground Proms' who

performed to reception all the way up to year 6 and performed an interactive classical music experience.

- The second group were two woodwind experts who gave a workshop entitled 'All aboard the music train' which featured music from around the world played on different woodwind instruments.
- We were also very lucky to have a young 18-year-old performer from the National Youth Orchestra come in to give a clarinet workshop to year 4. He played 4 different sized clarinets, explained how the mouth-piece and reed works to make the sound. He performed a range of pieces from classical and jazz composers and then took many questions from the students about the clarinet and how he became such a good player. He really encouraged the students to join clubs and take part in music.
- Grown-ups have been invited to the final session of each music club to hear the students' final performance. This has been very positive.
- The new Grampian's got Talent' show was a fantastic success to give an opportunity for solo talent to be showcased.

## In the future

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

- To continue to provide the opportunity to enjoy live professional performance at least once a year.
- Continue to invite and include parents and careers to hear the clubs perform in the final session when clubs are suitable to show their work.
- Continuing our community links with performing our Christmas concert in local church.
- Continue to run the Grampian's got Talent show.
- Continue the success of the steel pans after school club

New ideas for the coming year 25-26

- Introduce a drum kit club for a small number of students (probably 3) to try to keep the tradition of having drummers at the school. This would really need to run all year to get results so will need discussion as to whether it is an option as it would limit other clubs but would also be of great value to school music once the students were competent players. They would also need an opportunity to

practice independently in between the teacher led lesson, for example at the end of lunchtime or more ideally in a specific time agreed with their teacher once a week where they could go to hall for 20 minutes to practice and have no distractions.

- Have an informal simple concert to show the Christmas performances to grown-ups.
- A few students mention they have a guitar or ukulele at home. Looking for a way to help them get started so they can learn independently over time. Perhaps a 'bring in your instrument' club in some half terms.
- Further develop lessons suitable for hot weather if it is to be expected every year

Further ideas for down the line:

- Invite a local school in for a singing festival to build local links
- Look at servicing the clarinets in the cupboard and finding a way for students to learn to play them.
- Purchasing a class set of robust boxed glockenspiels for further pitched instrument learning
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