

# Music Development Plan Summary

## Crazies Hill CE Primary School



### Overview

Detail	Information
Academic year that this summary covers	2023-2024
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Mrs Jo Shell
Name of school leadership team member with responsibility for music	Mrs Jo Shell
Name of local music hub	Berkshire Music Trust
Name of other music education organisation(s)	Berkshire Music Trust

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.

<p><b>Intent</b></p> <p>At Crazies Hill CE Primary School, we regard Music as a universal language that promotes positivity, self-confidence and creativity. Our high-quality music education aims to engage and inspire children to develop a love of music and discover their talent as musicians, thereby increasing their self-confidence, creativity and sense of achievement. As our children progress, we encourage them to develop a rich subject knowledge and gain a critical ear enabling them to compose, perform and analyse the music they have explored.</p> <p>Our aims for music, based on the National Curriculum, are as follows:</p> <ul style="list-style-type: none"> <li>• To 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;</li> <li>• To learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument and progress to the next level of musical excellence;</li> </ul>
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- To understand and explore how music is created, produced and communicated through the inter-related dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## **Implementation**

### **Early Years and Key Stage 1**

In EYFS our children represent their own ideas, thoughts and feelings through music and song.

In Key Stage 1 our children begin to gain a rich subject specific knowledge about the areas of music. The children learn to use their voices to sing expressively through learning songs and chants and begin to develop an awareness of pitch, duration, dynamics, tempo, timbre, texture, structure. Through listening to a range of live and recorded music, and exploring and playing tuned and un-tuned instruments the children gain a love of learning through music and develop confidence with contributing to group and class compositions.

All children participate in the Berkshire Music Trust Pantomimus project at some point in their EYFS / KS1 years through our biennial programme. They sing, play instruments, work together understand how to follow a leader.

The EYFS and Y1/2 classes work collaboratively to develop the annual nativity musical. They stage two public performances for parents in the Village Hall.

### **Key Stage 2**

In Key Stage 2 the children develop their knowledge and understanding of the pitch, duration, dynamics, tempo, timbre, texture and structure of music giving them a good foundation for developing their skills for playing tuned and untuned instruments. The children learn to confidently sing in parts and begin to read from formal staff notation. They have the opportunity to compose and perform in solo and group context within lessons and are encouraged to share their thoughts and ideas in a safe and supportive environment.

The children are encouraged to discuss the inter-related dimensions of music and how they link using key vocabulary to create a piece of music. Where appropriate, the children use technology to record and analyse their work.

In Lower KS2:

- All children learn an instrument through In2Music whole class tuition
- There are opportunities for children to continue to learn these instruments in the later years through peripatetic tuition.

In Upper KS2:

- All children participate in the Berkshire Music Trust Junior Music Festival
- They learn large works of music and perform as part of a massed choir with a live orchestra to a large audience at The Hexagon in Reading.

The Key Stage 2 classes work collaboratively to develop the annual summer musical production. They stage two public performances for parents in the Village Hall.

The children enjoy developing whole school musical performances for Harvest, Christmas and Easter Services. They perform with enthusiasm in church and at school. They confidently follow a conductor from an early age and are able to sing in parts in whole school songs.

- All classes use Charanga as the scheme of work for curriculum music lessons.
- All classes have a 1-hour timetabled weekly music lesson
- All curriculum music lessons are delivered by staff proficient in reading music notation and playing musical instruments

### Musical Progression – KS1



Units of Work			Differentiated Instrumental Progression						Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Autumn 2	Rhythms In The Way We Walk and Banana Rap	C	Singing and performing only						Singing and performing only			Singing and performing only		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable		
1	Summer 1	Your Imagination	C	G	C,E,G	E,G,A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A
1	Summer 2	Reflect, Revise! And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	Nil	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable		
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
2	Spring 2	Zooties	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A
2	Summer 2	Reflect, Revise! And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			

### Musical Progression – KS2



Units of Work			Differentiated Instrumental Progression						Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	Nil	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	Nil	Nil	C,D	C,D	Nil	C,D,E,F	C,D,E,F	Nil
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	Nil	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Revise! And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	Nil	Nil	Nil	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition						Singing, rapping and lyric composition			Singing, rapping and lyric composition			
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Rockband	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Revise! And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			

### Impact

The pupils leave Crazies Hill with a great appreciation of music. The children are able to talk critically about music heard including their own and their peer's compositions and have a clear understanding of the interrelated dimensions of music; including basic staff notation.

Each of our school values can be seen through the teaching of music:

- ❖ The children become more **resilient** as they become more skilful with singing, playing instruments and performing to each other and to larger audiences.

- ❖ The children build **relationships** by working collaboratively through composition and performance work. They also build relationships with children from other classes through the development of larger productions and performances.
- ❖ **Respect** is cultivated through listening, appreciating and giving feedback about the work of others.

### **Assessment**

Assessment of the children's knowledge and understanding is ongoing throughout the year.

Assessment includes formative feedback through verbal, peer and self-assessment.

A summative assessment about whether a child is working at age related expectations is reported to parents/carers in a written annual report.

## **Part B: Extra-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.

Outside the taught curriculum at Crazies Hill CE Primary School:

- Every child in school is taught correct warm up and singing techniques in weekly Whole School Singing Practice sessions. The children learn how to follow a conductor and sing in two or more parts
- The School Choir is open to all KS2 pupils (no charge)
- The Hand Chime Ensemble Group is open to all KS2 pupils (no charge)
- All pupils have the opportunity to pay for peripatetic piano lessons. These are facilitated by a music teacher from Berkshire Music Trust in The Garden Studio (PPG funding can be used to support pupils in receipt of Pupil Premium Funding)
- All pupils have the opportunity to join choirs and instrumental groups led by Berkshire Music Trust in their hub centres. Information about Berkshire Music Trust events and opportunities is available from the School Office

Extra-curricular music enrichment opportunities enable pupils to leave Crazies Hill CE Primary School with a well-developed ear for music, a deeper understanding of notation and greater understanding of how to create harmony and sustain a part in more complex pieces.

*Past pupils who have been identified as gifted and talented have been invited to join high performing local choirs, have attended chorister experience days at St George's Chapel, Windsor, have joined county youth orchestras/bands.*

## 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.

### **Musical performances at Crazies Hill CE Primary School include:**

- EYFS and KS1 Christmas Nativity Musicals (free of charge)
- KS2 Summer Production Musicals (free of charge)
- Whole School Public Performances: (free of charge)
  - Harvest Festival – Crazies Hill Village Hall
  - Christmas Carol Service – St Mary’s Church, Wargrave
  - Easter Service – St Mary’s Church, Wargrave
    - Each of these events include performances by the School Choir and Hand Chime Ensemble
- Y6 Leavers’ Assembly (free of charge)
- Y5/6 pupils – Junior Music Festival, The Hexagon, Reading (Parent ticket charges / PPG funding)

### **Music enrichment opportunities at Crazies Hill CE Primary School include:**

- Engaging in In-school live performance concerts e.g. woodwind, string, ensemble (Berkshire Music Trust – free of charge)
- Hearing orchestral instruments during Singing Practices and music lessons – piano, woodwind, guitar (free of charge)
- Annual whole school trip to see a pantomime in one of the local theatres (Parent charges / PPG funding)
- Workshops – e.g African Drumming (Parent charges / PPG funding)

## In the future

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

### **Future plans for Music enrichment opportunities at Crazies Hill CE Primary School include:**

- Establishing an KS1 School Choir (free of charge)

## Further information

Berkshire Music Trust – Local Plan for Music Education

<https://www.berksmusictrust.org.uk/wp-content/uploads/2023/09/NPME2-and-School-Music-Education-Plans-a-summary-for-schools.pdf>

Department for Education Guide for Parents and Young People

<https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people>