

Music development plan summary: Benhall St. Mary's CofE Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	01.09.24
Date this summary will be reviewed	31.07.25
Name of the school music lead	Mr. Daniel Millican
Name of school leadership team member with responsibility for music (if different)	Mr. Daniel Millican
Name of local music hub	Suffolk 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.

Music is taught using the Charanga scheme of learning. Charanga is a progressive program that enables pupils to reflect and build on their musical knowledge and skills. This scheme is taught from Reception to Year 4. Pupils in years 5 and 6 are taught by a specialist from the Suffolk Music Hub and learn a brass instrument. Pupils are now familiar with the structure of music lessons and know the high expectations set by staff. Lessons are for 1 hour, once a week.

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school, excluding Nursery. It provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum and Development Matters.

Each academic year is broken into 6 units of work (1 per half term), each divided into 6 progressive steps. Each unit is designed to take approximately six weeks, often focused around a specific song or piece of music. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

Each Unit of Work focuses on the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising

2. Musical Activities

- a. Warm-up Games
- b. Optional Flexible Games
- c. Singing
- d. Playing instruments
- e. Improvisation
- f. Composition

3. Performing

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different 3 musical activities enables a more secure, deeper learning and mastery of musical skills. The teacher is able to plan and provide the opportunity to embed a deeper learning, knowledge, understanding and skills.

- Teachers have been using Charanga in the progressive sequence which results in pupils being able to make links between skills.
- A variety of instruments are being used to support children's development.
- Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum from EYFS to Year 6 which ensures the progression of skills and knowledge throughout each year group.
- Pupils with SEND are able to participate and progress well (supported by technology, tools and instruments), which enable music lessons to be fully inclusive for all pupils.
- Every child is entitled to learn to play a tuned instrument. Teachers are supported in their instruction of glockenspiels through Charanga.

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 work in partnership with Snape Maltings which enable us to have access to some performances and small concerts, trips and visits to local places and opportunities to take part in events such as The Big Sing.

Leaders plan enrichment opportunities across the school year using our co-curricular approach, in which we allocate extra-curriculum visits/visitors, performances, and additional opportunities to complement teaching within the classroom.

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.

- Pupils in KS2 will have the opportunity to visit Snape Maltings and take part in the event 'The Big Sing' This is an exciting opportunity for pupils to perform showcase their singing.
- There are often events that pupils take part in throughout the year such as, performing at Snape Maltings (dates TBC for 2024-25). Opportunities such as these are usually for KS2.
- There is an annual Christmas Nativity that takes place in December with pupils in EYFS and KS1. There is also an annual summer performance for all students in KS2.

In the future

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

- Improve and increase the experience of using the musical instruments; boomwhackers, glockenspiels, recorders, drums and tambourines and a variety of percussion instruments including body percussion.
- The creation of a school choir
- Provide further fresh experiences in the form of concerts, visitors, trips, choir etc.
- Develop staff confidence in teaching music