

# Music development plan summary: St Philip's CE Primary Academy

## Overview

| Detail   | Information             |
|--|-------------------------|
| Academic year that this summary covers                                     | 2024-2025               |
| Date this summary was published  | 2.9.24                  |
| Date this summary will be reviewed   | 7.7.25.25               |
| Name of the school music lead  | Mrs Michelle Hargreaves |
| Name of local music hub  | Bradford Music Hub      |
| Name of other music education organisation(s)<br>(if partnership in place) | Kapow                   |

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.

### Overall Objective:

*All children have the equal opportunity to play, understand, learn and enjoy music.*

At St Philip's CE Primary Academy, music is not only a way for children to explore their musical talents but also a powerful tool for fostering creativity, confidence, and oracy skills. We see music as a means of self-expression, spirituality, and celebration. By integrating the KAPOW music scheme, collaborating with the Bradford Music Hub, and offering a range of extracurricular musical opportunities, we provide students with a strong foundation for pursuing a future in music. Through the four interconnected dimensions of our music curriculum—composing, listening, performing, and history—students acquire the skills to understand, apply, and create music.

Music is a vital part of school life, enhancing confidence, independence, and creative abilities. According to the Music Mark program, regular music-making boosts cognitive ability, confidence, and independence. At St Philip's, music is particularly crucial for engaging SEND pupils and improving the language skills of EAL learners across all subjects.

Without music at St Philip's CE Primary Academy, students would miss out on exposure to a diverse array of artists, musical expressions, cultural celebrations, historical contexts, rich subject vocabulary, performance opportunities, and the simple joy of self-expression.

## 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.

At St Philip's CE Primary Academy, our music education program is designed to provide students with a comprehensive and enriching musical experience. Here's an overview of our approach:

| Music: Long Term Plan Overview | Autumn 1  | Autumn 2  | Spring 1                                    | Spring 2   | Summer 1  | Summer 2  |
|--------------------------------|---|---|---|--|---|---|
| Reception                      |   |   | Music and Movement                          | Musical Stories                                      | Celebration Music                                 | Big Band  |
|                                | Music in Provision  |   |   |  |   |   |
| Year 1                         | Pulse and Rhythm<br>Theme: All About Me   | Nativity  | Musical Vocabulary<br>Theme: Under the Sea  |  | Timbre and Rhythmic Patterns<br>Theme: Fairytales | Pitch and Tempo<br>Theme: Superheroes                     |
| Year 2                         |   | Nativity  | African Call and Response<br>Theme: Animals | Orchestral Instruments<br>Theme: Traditional Stories | Musical Me  | Myths and Legends   |
| Year 3                         | Ballads   | Developing Singing Techniques<br>Theme: Vikings       | Pentatonic<br>Theme: Chinese New Year       |  |   | Traditional Instruments and Improvisation<br>Theme: India |
|                                | Year 3 Whole-Class Instrumental Lessons: Ocarina                                    |   |   |  |   |   |
| Year 4                         | Body and Tuned Percussion<br>Theme: Rainforests                                     | Changes in Pitch, Tempo and Dynamics<br>Theme: Rivers |   |  | Samba and Carnival Sounds and Instruments         | Adapting and Transposing Motifs<br>Theme: Romans          |
|                                | Year 4 Whole-Class Instrumental Lessons: Whole-Class Samba Lessons (Bradford Music) |   |   |  |   |   |
| Year 5                         |   |   | Musical Theatre                             | Blues  | Composition notation (Theme: Ancient Egypt)       | Looping and remixing                                      |
|                                | Year 5 Whole-Class Instrumental Lessons: Recorder                                   |   |   |  |   |   |
| Year 6                         |   | Advanced Rhythms<br>WW2 Songs                         | Theme and Variations<br>Theme: Pop Art      | Baroque  |   | Composing and Performing a Leavers' Song                  |

## **Unit Structure & Lesson Structure**

Over the academic year, each year group will cover four units of Music. Each unit will consist of five lessons lasting 30-60 minutes each, depending on age and ability. Class teachers will decide if they wish to teach the lessons across a five-week period within a set half term, or in a block e.g. a whole day or two afternoon sessions etc. This will be communicated and agreed with the Music Subject Leader prior to the commencement of the new half term.

Each lesson consists of a starter activity or 'Attention Grabber' followed by the 'Main Event' which includes a very practical approach to the teaching and learning of Music, and includes the use of video clips to instruct. The lesson will end with a plenary of 'Wrapping Up'.

Lesson plans include assessment suggestions which will be used by staff to make teacher judgements, recorded on the Kapow Assessment Tracker. Differentiated guidance is included in every lesson plan, to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.

Knowledge Organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. These will be introduced to the children at the start of each unit and put into each child's Music book for the pupils to refer.

## **Spiral Curriculum**

The Music curriculum design follows the spiral curriculum model by Jerome Bruner in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications.

Throughout the teaching of Music, pupils will:

- Return to the key concepts again and again during their time in primary school.
- Deepen their understanding with each revisit as key concepts are covered with greater complexity.
- Utilise prior knowledge so they can build upon previous

foundations, rather than starting again.

## **Additional Opportunities and**

### **Achievements Instrumental Instruction**

- **Year 3 Ocarina ensemble:** Alongside drumming sessions, pupils will be taught how to play the ocarina for a term to prepare them for year 5 recorder sessions.
- **Year 4 Samba Lessons:** Starting in Year 4, students participate in samba lessons, which are incorporated into their weekly music time.
- **Year 5 Recorder ensemble:** Year 5 students have the chance to learn to play to recorder across two half terms.
- **Key Stage 2 Individual Drumming Lessons:** In Key Stage 2, students have the opportunity to take individual instrumental lessons, fostering personalised growth and deeper musical understanding.

### **Extracurricular Activities**

- **Choir and Band:** These activities provide additional practice and performance opportunities outside regular class time.

## **Music Qualifications and Awards**

- **Progressive Assessment:** Throughout their time at the academy, students' musical progress is regularly assessed to ensure they are meeting learning objectives and improving their skills.
- **Participation Certificates:** Students receive certificates for their involvement in extracurricular music activities, recognising their commitment and achievements.
- **Performance Opportunities:** Regular school concerts and community performances allow students to showcase their talents and gain valuable experience.

## **How SEND pupils are supported**

At St Philip's CE Primary Academy, SEND pupils from Reception to Year 6 are supported and assessed in music through tailored approaches that cater to their individual needs.

The music curriculum is designed to be inclusive, ensuring all students can participate and benefit from musical activities.

Support strategies include differentiated instruction, the use of assistive technologies, and providing additional resources to help

students engage with the material. Teachers closely monitor the progress of SEND pupils, using both formative and summative assessments to track their development in areas such as creativity, confidence, and musical skills. Regular feedback and adaptations to teaching methods ensure that each child's unique needs are met, fostering an environment where all pupils can thrive musically.

By offering a robust music curriculum and numerous opportunities for additional learning and recognition, we aim to cultivate a deep appreciation for music and a sense of accomplishment in all our students.

## **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.

### **Music tuition, choirs, and ensembles**

Alongside the Kapow curriculum, with the collaboration of the Bradford Music Hub, pupils have the opportunity to take part in:

- St Philip's CE Primary Academy choir ensemble
- 1:1 singing tuition
- Ensemble samba tuition
- Group drumming tuition
- Instrument lessons provided by the Bradford Music Service
- Pupil Premium drumming tuition

## **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.

### *Performances*

At St Philip's, we believe performances are not only a wonderful opportunity to showcase musical talent but also to build confidence.

Each term, pupils can perform in the:

- Weekly worship through song assemblies
- Autumn, spring, or summer concerts, which help raise funds for school resources.
- Annual concert event organised by the Bradford Music Hub
- Year 1 and 2 Christmas nativity play
- Year 6 leavers' performance
- Trips to local care home carol singing.

## In the future

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

At St. Philip's CE Primary Academy, we are committed to fostering a vibrant and inclusive musical environment for our students. Our future plans involve a blend of structured curriculum and enriching extracurricular opportunities designed to nurture a lifelong love for music among our pupils.

### Extracurricular Opportunities

In addition to the Kapow Curriculum, we will maintain and expand our extracurricular music programs. These activities are essential for providing students with additional platforms to explore and enjoy music beyond the classroom. Our extracurricular offerings will include:

**Choir:** Open to all year groups, allowing students to develop their vocal skills and perform at school events and local community gatherings.

**School Band:** An ensemble for students who play various instruments, giving them the experience of playing in a group and performing a diverse repertoire.

### Expanded Instrumental Learning Opportunities

Recognising the importance of learning an instrument, we are pleased to announce the following enhancements to our instrumental music program:

**Samba Lessons for Year 3:** Starting next academic year, samba lessons will be integrated into the Year 3 curriculum. These lessons will introduce students to the vibrant rhythms and cultural significance of samba music, providing a lively and engaging introduction to instrumental learning.

**Individual Instrument Lessons for Year 4:** For our Year 4 students, Bradford music service will offer 4 pupils individual percussion lessons.

These one-on-one sessions will allow students to choose an instrument of interest and receive personalised instruction tailored to their skill level and musical goals. This opportunity aims to deepen their understanding of music and foster a more personal connection to their chosen instrument.

### **Further information**

If you would like your child to participate in additional music activities, please don't hesitate to contact our Music Lead or the Bradford Music Service.

Bradford Music Hub, also known as Bradford Music & Arts Service (BMAS), plays a vital role in promoting and supporting music education across the Bradford district. Their primary functions and offerings include:

1. **Instrumental and Vocal Tuition:** Providing high-quality instrumental and vocal lessons to students in schools and community settings.
2. **Ensemble Opportunities:** Offering various ensembles, bands, orchestras, and choirs for students to join, allowing them to experience playing and performing in groups.
3. **Workshops and Projects:** Organizing workshops and special projects that give students unique opportunities to engage with different musical genres and styles.
4. **Professional Development:** Supporting music educators through training and professional development to enhance the quality of music teaching across the district.
5. **Resources and Support:** Offering resources, guidance, and support to schools to help them develop their own music programs and ensure that music education is accessible to all students.

<https://www.bradfordmusiconline.co.uk/site/>