

Music development plan summary: Glenfield Primary School



Overview

Detail	Information
Academic year that this summary covers	2024-45
Date this summary was published	September 2024
Date this summary will be reviewed	June 2025
Name of the school music lead	Richard Chamberlain
Name of local music hub	Leicestershire Music Hub

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.

Whole-school music overview				
	KEY VOCABULARY	AUTUMN TERM	SPRING TERM	SUMMER TERM
EARLY YEARS	High and low notes, pulse, rhythm, chorus, crescendo, call, response, beat, dynamic	Exploring Sound Music and Movement	Musical Stories	Big Band
YEAR 1	Pulse, performance, dynamics, timbre, pitch, rhythm, structure, syllables	Musical Vocabulary (Under the Sea) Rhythm and Pulse	Timbre and Rhythmic Patterns (Fairytales)	Pitch and Tempo (Superheroes)
YEAR 2	Tuned, rhythm, pulse, mood, verse, loud and soft, texture, tempo, notation	West African Call and Response (Animals) Orchestral Instruments	Musical Me	Myths and Legends
YEAR 3	Composition, melody, crotchet, minim, quaver, crescendo, duration, pentatonic, sitar, tabla	Ballads Traditional Instruments and Improvisation (India)	Pentatonic Melodies (Chinese New Year)	Developing Singing Techniques (Vikings)
YEAR 4	Contrast, body percussion, composer, higher and lower, inspiration, loop, a cappella, harmony, layer, ostinato, riff, Samba, metronome, influenced	Body and Tuned Percussion (Rainforests) Steel Pans	Changes in pitch, tempo and dynamics	Adapting and transposing motifs (Romans)
YEAR 5	Minor key, unison, features, compose, ensemble, 12-bar blues, descending/ascending scale, improvising, bar, chord, Poly-rhythm, chord, loop, bar, staff, break	Compositional notation (Ancient Egypt) Blues	South to West Africa	Composition to represent the festival of Colour
YEAR 6	Octave, rhythmic elements, music critic, rests, depicting, conductor, quaver/beat/half beat, counter-melody, progression, theme, phrasing	Dynamics, Pitch and Tempo Songs of World War II	Themes and Variants	Composing a Leaver's Song

Music Curriculum Intent

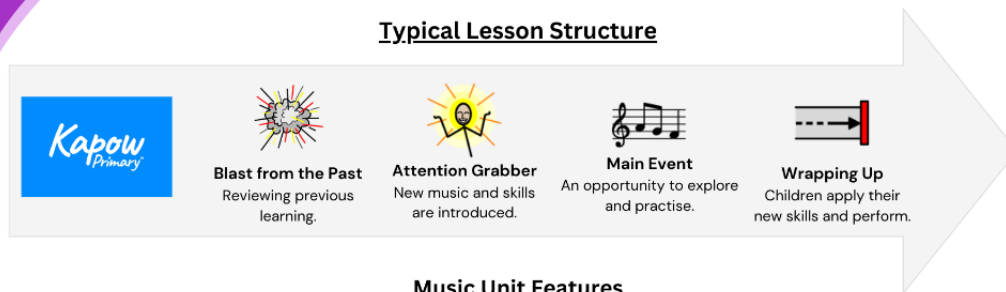
At Glenfield Primary School, we are continually evaluating, improving and adding to the opportunities that our children receive during their time with us.

The whole school follows the *Kapow!* programme which aids teachers in delivering quality, well-resourced music lessons from KS1 all the way through to KS2.

Through Kapow, the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. This allows children to develop and build skills in listening to and appraising a wide variety of music genres, performing vocally and on tuned and untuned instruments and composing their own music.

Music Implementation

Typical Lesson Structure



Music Unit Features

Each Music unit will typically include...

Artists & Composers
Children will learn about significant artists and composers.

Instruments
Children will have the opportunity to listen to and play a range of instruments.

Vocabulary Quizzes
Children learn a range of musical vocabulary.

Final Pieces & Performances
Children work towards a final piece in each unit.

Music Impact

To ensure that our curriculum is effectively supporting children's learning we assess the impact of teaching and learning through:

Observation
Teachers monitor and observe children's development of skills.

Final Pieces and Performance
Children work towards a final piece with clear goals.

Vocabulary Quiz
Children complete quizzes on key vocabulary within their music lessons.

Subject leaders and the Senior Leadership Team ensure that the Music curriculum is meeting it's intended aims through:

Pupil Voice
We speak to the children about their lessons and learning.

Monitoring
Online portfolios are checked by the Computing lead.

Learning Walks
We visit lessons and look at Music learning.

Glenfield Primary School follows the Kapow! condensed music curriculum. This 20-week programme follows the guidelines of the National Curriculum. It takes a spiral model approach in which key concepts are introduced, returned to and built on throughout EYFS – Year 6. Each year group is required to teach four five-lesson units during the year. This is supplemented by singing assemblies each week.

Our Singing Strategy

Through singing our children come together to enjoy communicating in varied and fun ways that build individual self-esteem, confidence, creativity and a sense of shared purpose. We see singing as important to our school community and essential to the growth, development and well-being of our children. Singing in our School We encourage teachers and children to sing as part of their daily routine and as a way of exploring other curriculum areas. As a school we sing in Assemblies and for special events such as Christmas. Enjoyment of singing is modelled by the adults throughout the school to inspire the children.

Foundation Stage Singing is essential to children's verbal development and so every opportunity is taken for children to sing songs of welcome and short songs to fit any activity. Good singing promotes good speech, verbal processing and emotional development. We will also encourage the children to make up their own songs and to enjoy the freedom of being creative. Good quality singing means singing at a higher pitch to suit the short vocal cords of young children. Key Stage 1 Children in Key Stage 1 will continue the above good practice and focus on developing increasing pitch, range and vocabulary in the voice in a weekly singing assemblies. This will be continued into Key Stage 2, with children becoming exposed to a greater range of music genres within singing assemblies.

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.

As well as the timetabled Kapow! Music lessons, children in Year 4 and the school's Speech and Language Provision take part in ukulele lessons each week. These lessons are one hour each. Ukuleles are provided for children, with these kept in school. These lessons will build to termly performances by taught children.

Guitar, piano and flute lessons are available to children in Key Stage Two. The school currently has around 40 children taking part in these lessons. This allows children to begin tuition in Year 3 and continue this through to Year 6. Children have the opportunity to take part in an end of year performance to the school and parents.

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.

All children in the school also take part in singing assemblies every week, which last around 15 minutes each. Children also take part in year group assemblies and Christmas performances that heavily feature singing. A pantomime visit allows children to be exposed to live performance, including singing and music.

In the future

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

The school is dedicated to further enhancing the numbers of children who are able to access music tuition in the school, as these have proven to be very popular. The school aims to add at least ten more places for music tuition by the end of 2024-25.

To ensure that all children have the opportunity to experience a live music performance during 2024-25.

To establish a school choir within 2024-25 and instigate regular rehearsals and build to a performance.