

Music development plan summary: Abingdon Primary School



Overview

Detail	Information
Academic year that this summary covers	2024 - 25
Date this summary was published	September 2024 (new version) March 2025
Date this summary will be reviewed	September 2025
Name of the school music lead	Claire Flanders
Name of school leadership team member with responsibility for music (if different)	Claire Flanders
Name of local music hub	Stockport

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.

We aim for our teaching and learning of music to be creative, collaborative and celebratory. Singing, instrument playing, musical performances, the love of listening and appraising music all go towards making a memorable music curriculum.

At Abingdon Primary School, we have just (summer term) begun to follow Stockport's scheme of work. These are aligned with the National Curriculum and the DfE's non-

statutory Model Music Curriculum 2021. There is a spiral approach to music learning with children revisiting and extending skills and knowledge incrementally. This leads to more secure, deeper learning and musical mastery.

Each unit involves a variety of musical activities and focuses on 4 golden threads of listening, composing, performing and evaluating:

Understanding music

- Children learn about pulse, rhythm, pitch, dynamics (volume such as forte / piano / mezzo forte / mezzo piano / crescendo / diminuendo), tempo, texture, articulation, timbre.
- Children move to the beat, copy back rhythmic patterns, use untuned percussion, warm up their voices, create melodies on tuned instruments.
- Listen and respond
- Learn to sing the song
- Play instruments with the song
- Children use tuned instruments -Glockenspiels and Recorders
- Improvise with the song
- Children make their own music.

Learning vocabulary

A vocabulary staircase for music has been created to use with the children to highlight to them the vocabulary they can use in order 'to be a musician'. Each unit also has a front cover sheet with all the vocabulary on. Vocabulary builders have also been created for each unit to specifically teach some of the vocabulary the children will not yet know. These are kept in the class floor book. This vocabulary is revisited regularly throughout the unit to ensure the children have acquired it.

Key learning

Each unit has specific key learning highlighted on the front cover sheet as well as our key learning posters. Teachers use the statements to support their assessment of the children at the end of each unit.

Composition

- Children create graphic scores using rhythm tags learnt in progressive order.
- Formal notation is introduced in Year 3 but foundations are laid from Year 1.
- From Year 3, children learn about crotchets, minims, semi-breves, semi quavers and rests. They also use staves, bar-lines and treble clefs.

Perform the song

- Each unit has a performance and evaluation element, but there is also the opportunity for extensive playing and performance in the Spring term as well as Autumn 2

Abingdon Primary School follows a two-year rolling programme due to mixed aged classes, however the scheme gives the flexibility to return to elements needed as well as spending extra time on others parts.

Children across the school learn an instrument in a whole class session. This is planned in the Spring term from Year 3 – Year 6. KS1 and reception are able to practice their playing and performing skills in other appropriate ways.

Singing and Productions

We have a key list of songs for assemblies which are learnt during singing assemblies in the classroom with the class teacher. We then sing those songs throughout the term in assembly. Some are specifically chosen for their lyrics and meaning and support the children's work on one of our core values – resilience.

As part of our Music curriculum, we build in singing and drama performances.

- Rec Nativity in Autumn term (Music is therefore taught for more than 1 hour per week in the second half of the Autumn term.)
- In Year 1 /2 in Autumn term, we have a Christmas performance that incorporates song, dance and drama
- In Year 3 / 4/ 5 in Autumn term, the children perform songs at their 'Carols around the Tree' festival for parents and carers at the end of autumn term
- In Year 6, we have an end of year performance each year. This involves singing, dance and drama.

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.

Wider Opportunities

Choir

At Abingdon Primary School, we are very proud of our 'Abingdon Singers'. The choir has been running for a number of years and is well attended. It is run by a local chorister who works hard to train the children's voices. The choir regularly attend competitions and community-based projects e.g. Local light switch on, Care homes, Singing Festivals. They always perform for the school each term and engage the other children with their song choices so that they also join in.

Rocksteady

The Rocksteady Programme is takes place in school time and is available for KS1 and 2 children to sign up for – there is a monetary value, however they also offer free places for pupil premium. Rocksteady offers a progression in musicianship, confidence and teamwork skills and is led by trained musicians. They also offer performance each term in front of parents and the rest of the school.

Music for Schools lessons

Music for School is a non-profit organisation that provides woodwind lessons for an affordable fee and offers the children the opportunity to own an instrument to continue playing with even when lessons end. Children from Year 2 onwards. They work in school each Friday with a number of our children and provide assemblies to showcase the instruments and the music teachers also perform.

Recorder Club

The children in year 4 and 5 are offered the chance to take part in recorder club. Although it does not run all year round, there are opportunities for the children to perform in children's assembly at the end of the term it runs for.

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.

At Abingdon, we encourage listening to a wide range of musical genres. Assembly music is chosen to provide a link to the assembly and to give the children experience of different genres of music. Therefore, the assembly music provides a secure starting point from which to explore further repertoire in Music lessons. Our medium-term plans for reading also include song lyrics each term and give the children to opportunity to listen deeply and translate the meaning.

Extra Musical Activities

Our Music curriculum is interspersed with extra musical activities such as Christmas performances, end of year productions, carol singing for the community, Rocksteady performances, Woodwind assemblies. There is no charge to families for this.

In the future

What are we planning in future years?

- To embed singing assemblies and learning of the key songs throughout the year as well as further develop the children's' repertoire
- To create a school 'playlist' of different genres of music that all can enjoy.

- To develop staff confidence with music through CPD
- To invest in new instruments (untuned)
- To continue to develop children's vocabulary eg:
 - Tempo (speed) – moderato (at a moderate pace), andante (at a walking pace) and adagio (slow speed)
 - Dynamics (volume) – forte, piano, mezzo forte, mezzo piano, crescendo, diminuendo
 - Timbre
 - Texture
 - Structure
- To develop children's knowledge of notation e.g.
 - Crotchets (1 count)
 - Quavers (half count)
 - Minims (2 counts)
 - Semi-breves (4 counts) – by Y4
 - Semi-quavers (1/4 of a count) – by Y5/6
 - Rest
 - Stave
 - Treble clef
 - Bar line and final bar line