

Music development plan summary: Shilbottle Primary School

Overview

Detail	Information
Academic year that this summary covers	2024 -2025
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Rob Phillips
Name of school leadership team member with responsibility for music (if different)	Claire Barber
Name of local music hub	Music Partnership North
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.

At Shilbottle Primary School, we are dedicated to cultivating a life-long love of music among all our pupils. Our aim is to foster a vibrant musical atmosphere, enriched by a wide range of quality musical experiences that engage and inspire each child. The core values of our music curriculum are creativity, curiosity, and excitement, which contribute to our pupils’ self-confidence, self-esteem, and collaborative skills.

Our curriculum is designed with musical sound at its heart, providing a progressive pathway tailored for every child. We believe it is crucial for children to understand the significance of music within the wider community. As such, we strive to provide ample opportunities for pupils to apply their musical skills, knowledge, and experiences across various contexts. We recognise the profound impact music can have on children’s mental health, offering them a valuable outlet to express their emotions.

To enable this, all children are taught by a specialist music teacher every week. The curriculum is strongly guided by the Model Music Curriculum to ensure effective progression and features a broad mixture of Listening, Singing, Performing, Composing and more general Musicianship. Where at all possible, explicit cross-curricular links are made.

All children will experience listening to a range of music from around the globe including songs that are traditional to our locality. There is a chance to discuss the music and consider how it creates mood and is a method of communication. In Key Stage 2 there is greater focus on the language of music and a deepening of the understanding and identification of the key elements of music such as instrumentation, tempo, timbre etc. A proportion of the music listened to is dictated by the Model Music Curriculum however the children are able to share their own music choices to be part of their learning experience and to encourage pupil voice.

Singing is an integral part of every music lesson. Appropriate repertoire is selected that supports the development of young voices whilst engaging and inspiring pupils to sing with enthusiasm and confidence. This will range from simple nursery rhymes and action songs in Early Years to harmony and more complex part singing in Year 6. All pupils from reception through to Year 6 will be challenged to sing with control and connection to the music. There will be opportunities for solo, duet and group singing in addition to full ensemble.

Instrumental playing begins in Early Years with the introductions of untuned percussion instruments. These instruments will be integrated into songs and used independently to enhance the children's understanding of rhythm, pulse, tempo and dynamic. As the pupils move into KS1, there will be a greater focus on tuned percussion to further develop the understanding of pitch, tone and timbre.

In KS2 the children will play tuned instruments with a focus on ukulele and recorder expanding their general musicianship greatly. Learning these instruments enables a much more specific understanding of written music and the language associated with it. Much repetition and rehearsal is necessary which develops resilience and perseverance in all children. Playing as an ensemble encourages acute aural skills and requires collaboration at a high level. At all times, the links between the children's playing and the music that they listen to or experience will be made explicit to encourage aspiration and ambition.

Composition skills are developed throughout the school from the most basic rhythmic patterns in early years, through graphic scores and sequences of sounds into improvisations, 3 note and pentatonic tunes and music with basic structure.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this here.

For secondary schools: Set out what music qualifications and awards pupils can study and achieve at the school in the academic year, including graded music exams (all key stages) and GCSE, A level or vocational and technical qualifications (at key stage 4 and 16 to 18). If your school already publishes this information, include a link in this summary.

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.

Children have access to individual music lessons through Music Partnership North. When possible, pupils who learn instruments are encouraged to perform and use their skills in class.

Pupils and families are made aware of opportunities out of schools such as county ensembles, vocal groups and summer schools.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

Alternative titles for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

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.

Singing assembly takes place every week which is an opportunity to further reinforce the vocal learning from music lessons and to enjoy collective music making as a school community.

Our annual Harvest and Christmas Carol services take place at the local church, providing our children with yet another platform to perform and celebrate the season.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be 'Musical events' or 'Musical performances'.

In the future

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

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

In the future we will continue to develop our music curriculum by:

- Introducing 'Cracking Composers' into music assemblies, to allow children to develop an understanding of the History of Music, by learning about key composers, their music and their place in time.
- exploring opportunities for music technology to be used within music topics, such as use of apps or recording equipment to change and adapt composed music.
- Providing more opportunities to watch live performances, both in school and in local performance venues (budget dependant)
- To introduce extra-curricular music provision for children in KS1.

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.