

# Music development plan summary: Distington Community School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

## Overview

Detail	Information
Academic year that this summary covers	
Date this summary was published	
Date this summary will be reviewed	
Name of the school music lead	
Name of school leadership team member with responsibility for music (if different)	
Name of local 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.

**Curriculum** – We use the Kapow Primary Music Scheme across the school.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

Kapow Primary's Music scheme which has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and

cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose music.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

**Implementation** – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We adopted the Kapow Scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term. Music is taught as a discrete lesson usually lasting 45 minutes. Our lessons are taught with a combination of weekly sessions and focus days.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically.

Kapow provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual

activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The children are given opportunities to apply their skills and given a chance for collaboration through composition.

**Lesson Delivery** – Within each music session there will be the following elements:

1. A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work.
2. A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

Kapow's Primary Music spiral curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing more simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

**Music in the EYFS** - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

**Planning** – Our Curriculum Maps show which of the Kapow units are covered each half-term. Each unit will cover the National Curriculum for each year group and the early learning goals for EYFS. Our Music Statement also details the progressions of skills and knowledge within each year group to ensure that the attainment targets are met by the end of EYFS, KS1 and KS2.

**Differentiation** - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Grouping children by ability in the room and setting different tasks to each ability group.
- Providing resources depending on the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children.

**Inclusive Learning for SEND** - At Distington Community School, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive a musical education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Simplified, dual coded resources are used for additional support within lessons (e.g. vocabulary mats with pictorial support, shortened/differentiated texts, code the colours of the notes and corresponding note positions on the instrument; a range of formats to contribute are offered such as voice or video recording).
- Targeted adult support during lesson time.
- Simplified step-by-step instructions (sometimes with the use of additional resources like talking postcards).

- Carefully planned seating arrangements for tasks that include physical and sensory activities to ensure all children can access learning.
- Specific resources including but not limited to: noise reducing headphones, adapted musical instruments; coloured, personal, adapted copies of lyrics, score, images.
- Appropriate scaffolding and differentiation strategies are utilised accordingly to ensure that all lessons are accessible.
- Curriculum content covered is carefully planned and considered so as not to cause distress for any children in the class.
- Independent and collaborative activities.

Every teacher at Distington Community School is a teacher of SEND. Our provision is led by the SENDCo (Cheryl Sanderson) and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.

**Assessment** – On-going Assessment for Learning (AfL) practices within class and group sessions, including sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. Children who are showing a greater depth understanding are also pushed further.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report. Progress is monitored via data submitted termly on Scholarpack.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

**Resources** – We have a range of percussion instruments, including:

- large percussion instruments
- selections of instruments from other cultures
- xylophones and glockenspiels
- keyboards and a piano
- music books

- ukuleles and guitars
- drums
- music stands and microphones
- CDs
- Songbooks and Christmas Production packs

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as instruments and for composition.

## 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 are provided with a wide range of opportunities beyond the curriculum that lets them develop as musicians. The EYFS and KS1 children learn lines, songs and dances for their Christmas performance, which they perform to crowd of parents on two different occasions. Also, KS2 perform a Summer play, during which, some children have solo parts. Each child is given a part and celebrated as a performer, it is a real chance for them to develop confidence for speaking and performing in front of a crowd.

Weekly singing assemblies for all children. They learn a song by heart each half-term and get to perform them with actions.

Access to music equipment at playtime for children to experiment and become more confident with. Children can practice and rehearse songs using different musical instruments.

Development of an extra-curricular music clubs including singing club/forming of a choir and a sign language club. Children will get to perform in front of the rest of the school in an assembly.

Music therapy to support children's social and emotional needs. Children engage with music sessions to help them regulate and work through different emotions.

Small-scale performances take place in the community, building on existing school links e.g. Carols in the Community and at the local carol service.

## **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.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Across all key stages, children take part in musical performances, such as Christmas plays and nativities, KS2 Summer performance and Arts focused outcome events.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. Maths, History, Geography and PE.

Visitors are also used to enhance the music curriculum where appropriate.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

The overall provision is diverse, valuing all musical styles, genres and traditions equally. Parents and carers actively support music making, through support at events and through home learning.

## **In the future**

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

Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.

CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery.

Links with external music organisations – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert.

Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend: Cumbria Sings Concert; students' choir and music ensemble; class music assemblies for parents showcasing music curriculum music.

Additional funding from fundraising, community links and charities to proactively try and find additional funding for music (e.g. PTA, local charities, fundraising in school from performances etc).

## **Further information (optional)**

We value the importance of high-quality teaching and recognise the need for teachers to have a strong subject knowledge in music. We have chosen to follow the Kapow Music Scheme so that ongoing CPD is provided to teachers in the form of teacher videos for each music unit.