



Powick Church of England Primary School



Music Development Plan

Reviewed: September 2024

Review Date: Autumn 2026



Powick CE Primary School

'Embracing Learning Together'

At Powick CE Primary School we are a caring Christian community where everyone is welcome and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.





Overall objective:

To ensure 'rich and memorable' provision for every child in music that encourages them to REFLECT on how music makes them and others feel, be CURIOUS about musicians, music from other cultures and how music can change lives and develop RESILIENCE when learning to play instruments and learn notation.

Curriculum:

Music is a timetabled subject, taught using the Charanga schemes of work to ensure a consistent approach is embedded throughout the classes from Reception to Year 6.

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill allows both a deeper understanding of musical skills and concepts and learning something new (mastery).

Assessment is in place and completed termly at the end of each unit.

All students are able to access this curriculum in all year groups from EYFS to Year 6. The musical progression through KS1 and KS2 has been mapped and meets National Curriculum expectations (see below).

From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities. Vocabulary is mapped from Year 1 – 6 (see below) as well as skills throughout each year group and knowledge organisers provided.

In EYFS there are also regular opportunities to use music and musical skills and the children sing daily. They use clapping patterns for listening and call and response. Music is linked to movement and dance and they listen, move and talk about music from different cultures and genres alongside dance eg. Chinese New Year and Diwali Bollywood dance. They perform in school during the nativity and learn school worship songs. They listen to and join in with stories, poems with repetitive refrains and add actions. They build up a repertoire of nursery rhymes and familiar songs. Musical instruments are used in role play both indoors and outdoors.

In each lesson a range of learning activities are used and the instrumental work is differentiated allowing the needs of the classes to be met and to move through the relevant parts as they need to. Each unit of work follows the same structure: 1. Listen and Appraise 2. Musical Activities include Games, Singing, Playing, Improvising and Composing 3. Perform/Share.



Students engage with schemes of work and pupil voice shows they enjoy these and can articulate what they have learnt. In pupil voice the children say the choice of songs is good and they like learning these. They like that there is lots of opportunities to revise and repeat songs and skills eg. Learning notes. They have opportunities to perform as a group and play instruments in lessons. They support each other with playing instruments by calling out the notes.

Pupils with additional needs are able to participate and engage with music-making (see adaptations document).

There is adequate teaching space and resources available.

Musical events and opportunities:

Singing and vocal work is frequent, varied and all students are engaged. All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. Every child has opportunities to sing in assemblies, as part of a class assembly, as a whole school group and in key stage groups in regular church services and special events such as VISION/VALUES day and WONDERFUL WORLD DAYS throughout the year. The choir is open to all children in Key Stage 2 where they participate in a weekly club and perform in the Big Sing, Young Voices, community events, church and the school fete.

Learning and performances are shared with parents as well as through Class Dojo and the school newsletter.

Participation and achievements out of school are also celebrated in our weekly celebration assembly when children are encouraged to share certificates and successes.

The school facilitates one to one and group tuition through Severn Arts.

Summary Action Plan:

- Staff to complete subject knowledge and skills audit. CPD for staff to be shared
- Lead to complete evaluation document to identify next steps.
- Continue to make links to other areas of the curriculum wherever possible eg. Black History month, RE, French, songs to help remember facts in all subjects
- Review development plan and link with termly monitoring



EYFS Curriculum at Powick CE Primary School: Music

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to map out how skills taught across EYFS feed into our Powick School Curriculum, which is designed to ensure coverage of the National Curriculum and additional learning planned for our school context, from Year 1.

Music		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none">• Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none">• Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none">• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person ('pitch match').• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.• Create their own songs, or improvise a song around one they know.• Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language	<ul style="list-style-type: none">• Listen carefully to rhymes and songs, paying attention to how they sound.• Learn rhymes, poems and songs.
	Physical Development	<ul style="list-style-type: none">• Combine different movements with ease and fluency.



	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

This document demonstrates which statements from the 2021 Development Matters are prerequisite skills for music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design



Powick Music Curriculum – Mapping of the National Curriculum KS1

Key Stage One			
Subject Content. Key Stage 1 Pupils should be taught to:			
<ul style="list-style-type: none">• use their voices expressively and creatively by singing songs and speaking chants and rhymes• play tuned and untuned instruments musically• listen with concentration and understanding to a range of high-quality live and recorded music• experiment with, create, select and combine sounds using the inter-related dimensions of music.			
	Autumn Term	Spring Term	Summer Term
Year 1	Hey You! Ryhtmn In The Way We Walk and Banana Rap	In The Groove Round And Round	Your Imagination Reflect, Rewind and Replay
Year 2	Hands, Feet, Heart Ho, Ho, Ho!	I Wanna Play In A Band Zootime	Friendship song Reflect, Rewind and Replay



Powick Music Curriculum – Mapping of the National Curriculum KS2

Key Stage Two			
Subject Content. Key Stage 2 Pupils should be taught to:			
<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 			
	Autumn Term	Spring Term	Summer Term
Year 3	Let Your Spirit Fly Glockenspiel Stage 1	Three Little Birds The Dragon song	Bringing Us Together Reflect, Rewind and Replay
Year 4	Mammia Mia Glockenspiel Stage 2	Stop! Lean On Me	Blackbird Reflect, Rewind and Replay
Year 5	Livin' On A Prayer Clarroom Jazz 1	Make You Feel My Love The Fresh Prince of Bel-Air	Dancing In The Street Reflect, Rewind and Replay
Year 6	Happy Classroom Jazz 2	A New Year Carol You've Got A Friend	Music And Me Reflect, Rewind and Replay



Musical Vocabulary:

Years 1–6

Year 1 Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Year 2 Words you need to know: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

Year 3 Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Year 4 Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

Year 5 Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

Year 6 Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.