

Music development plan summary: Market Drayton Infant and Nursery 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	2024-2025
Date this summary was published	19 th June 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Lisa Savill
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Shropshire Music Service
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.

Our Music Curriculum design is based on Chris Quigley Essentials Curriculum linked to the Model Music Curriculum and The National Curriculum. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

Learning is most effective with **spaced repetition**.

Interleaving helps pupils to discriminate between topics and aids long-term retention.

Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

Curriculum breadth Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in English and movement in dance can all incorporate different elements of music. A weekly year group singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas nativities, an Easter concert and end of year shows, demonstrate that music is important to the life of the school. Through our singing and listening we cover a wide range of musical genres which the children will revisit throughout their time in school.

Early Year Foundation stage

Music in the Foundation Stage (Nursery to Reception) is an integral part of daily activities. Routines and concepts are regularly taught through song, opportunities to explore and play instruments are provided, both outside and inside in continuous provision, and specific vocabulary and musical concepts are taught throughout the year as part of topic work. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged nought to five. Music makes a significant contribution to the objective in the ELGs of developing a child's skills and understanding of Expressive Arts and Design but has many cross curricular links, e.g. with physical development and communication.

Key Stage 1: Years 1 and 2

The breadth of the curriculum links in with the programmes of study from the national curriculum. In Key Stage 1, the Model Curriculum provides a separate programme of study for Year 1 and 2, which we use to help us plan listening, singing, performing and composing opportunities. As part of the local curriculum and to keep with the idea of 'possibilities' the school offers a broader music curriculum than the national curriculum. Across the key stage, children are taught a tuned instrument by our music lead; in Year 1 this is the ocarina and in Year 2, the ukulele. This valuable experience also teaches the children how to read simple notation, as well as the musicianship skills and techniques required to play an instrument. This increased understanding of what a musician does and the opportunities to learn a new skill all add to 'cultural capital'.

Threshold Concepts- In Key Stage One the Chris Quigley Threshold Concepts of Perform, Compose, Transcribe and Describe are taught and revisited throughout the two years.

Threshold Concept	Milestone 1 Years 1 and 2	Activities
<u>Perform</u> (Links to NC Perform Play tuned and untuned instruments musically. /Singing Use their voices expressively by singing songs and speaking chants and rhymes.) This concept involves understanding that music is	• Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.	Year1 - Ocarina Class lessons Year 1 - Weekly year group singing Year 1- Christmas and Easter performances Year 2 - Ukulele Class lessons Year 2 - Weekly year group singing Year 2 End of year performance KS1 - Weekly singing in Assembly KS1- Harvest Christmas Easter

created to be performed.		
<u>Compose</u> (Links to NC Listening (Listen with concentration and understanding to a range of high-quality live and recorded music.) /Compose Make and combine sounds using the inter-related dimensions of music.) This concept involves appreciating that music is created through a process which has a number of techniques.	• Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.	Year 1 - Year 1- Opportunities in Continuous Provision Year 1- In-class music lessons (see Cycle Planning) Year 2 - Ukulele- Year 2- In-class music lessons (see Cycle Planning- links with computing)
<u>Transcribe</u> (Links to NC Compose Make and combine sounds using the inter-related dimensions of music.)	• Use symbols to represent a composition and use them to help with a performance.	Year 1 - Planned in-class music sessions linked to knowledge from instrumental lessons. Year 1- opportunities in Continuous provision

This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.		Year 2 - Planned in-class music sessions linked to knowledge from instrumental lessons.
<u>Describe music</u> (Links to NC listening Listen with concentration and understanding to a range of high-quality live and recorded music.) This concept involves appreciating the features and effectiveness of musical elements.	• Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.	Year 1 - Planned weekly listening opportunities to increase awareness of musical genres Year 1- ocarina Year 2 - Planned weekly listening opportunities to increase awareness of musical genres Whole school - Opportunities to experience 'live' music performances, e.g. Shropshire Music Service 'live' events, Market Drayton Town Schools' concerts (2x per year)

Vocabulary progression- See separate document

Special Educational Needs and Music

Music has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger. Our music curriculum celebrates the inclusion of all pupils including those with special educational needs and disabilities, ensuring that all children can reach their creative potential. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

For pupils with complex needs, music teaching forms part of their daily routine and learning experiences and is linked closely to sensory opportunities.

Links to other subjects

Year	Subject	How music may be linked
EYFS Birth to three year olds	Expressive Arts and Design	Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

	Communication and Language	Enjoy singing, music and toys that make sounds
	Physical development	Clap and stamp to music
	Literacy	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.
EYFS Three and four year olds	Communication and Language	Sing a large repertoire of songs.
	Physical development	Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	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.

EYFS Reception	Communication and Language	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
	Physical development	Combine different movements with ease and fluency
	Expressive Arts and Design	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.
KS1	English	Stories- Stories are often used as stimuli for music activities. Instruments may be selected to represent a particular character or scene. Vocabulary- There is a progression of musical vocabulary that is taught to the children to help them develop Tier Three vocabulary, e.g. rhythm, beat and pulse may be used when discussing the elements of a musical piece. Communication- Children learn to communicate their musical knowledge through talking with a partner, in groups and in whole class discussions.
	Maths	Singing songs is a great way to learn counting patterns and number facts, e.g. times tables or doubles.
	Geography	By studying music from different cultures and countries, the children develop their

		knowledge and understanding of traditions and place. Songs are also a useful vehicle for remembering facts such as the continents, oceans and countries of the UK.
	History	Although we do not learn about specific composers in History, the children are exposed to a range of musical genres and learn to link these to different time periods.
	PE- Dance	In dance, children learn to use their bodies to respond to stimuli, often a piece of music. By developing fluency of movement and listening to musical elements such as beat tempo or dynamics, they learn to express feelings use their bodies to communicate.

Impact- How do we help children get to a deep level of understanding?

To help children get to a deep level of understanding about music we introduce them to a range of musical genres throughout their school careers from Nursery 1 to Year 2. Through discussion, practical hands-on exploration and taught sessions, the children are gradually introduced to the elements of music. Through both the EYFS curriculum and the Threshold Concepts, the children review and build upon knowledge each time they revisit a concept. Pupils in Key Stage One are taught by a specialist teacher allowing high quality music tuition to take place and misconceptions to be dealt with. At times during the year, quizzes are used to review and encourage discussion. The frequent listening opportunities allow children to compare and contrast genres as their growing musical vocabularies develop. The experience of learning a tuned instrument is invaluable in the pursuance of deep understanding. Children develop learning skills such as perseverance and resilience whilst mastering the basic techniques.

As most of our work in music is practical, we use floor books and videos to record.

Part B: Extra-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.

We have choirs that run for blocks throughout the year. These children perform at Christmas and in the Summer Term at the Town Schools Concerts, held in collaboration with Market Drayton Juniors, Longlands Primary and Grove Secondary Schools.

Mrs Saville is running a choir and hoping to do performances that involve working with Market Drayton junior school choir.

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 EYFS, singing and listening to music are a daily occurrence. There are weekly singing assemblies Key Stage One and children have planned listening opportunities that introduce them to a wide range of musical genres and artists.

Currently children in Year 1 and 2 sing in a range of performances that include music throughout the year at times such as Harvest, Christmas, Easter and at the time of leaving in year 2. We also hold an annual Year 2's got talent competition where children can showcase their talents in any way they wish, including music.

At Christmas the children watch a pantomime performed by a professional company. In the past this has been funded by parents or by the PTFA. Children in receipt of Pupil Premium are exempt from charge.

In the future

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

In 24-25 music lessons will be delivered by the Music Lead, Mrs Lisa Savill, a change to previous years where we have used Shropshire Music Service. We are investigating the possibility of SMS delivering instrumental lessons as an addition to the curriculum. This would be at a cost to parents, and we need to consider PP pupils and if this can be funded for them.

Further information (optional)

Shropshire Music Service- www. <https://www.shropshiremusicservice.org.uk/>