

# Music development plan summary: St James the Less RC Primary School



## Overview

Detail	Information
Academic year that this summary covers	2024 to 2025
Date this summary was published	July 2024
Date this summary will be reviewed	Summer 2025
Name of the school music lead	Miss R Hall
Name of local music hub	Lancashire Music Service
	<a href="https://www.lancashiremusichub.co.uk/site/">https://www.lancashiremusichub.co.uk/site/</a>

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

Year Group	Time dedicated to curriculum music teaching each week	Time dedicated to curriculum music teaching each week (Local music hub OR instrumental scheme)
EYFS (Reception)	All terms: 45 minutes (+ continuous provision)	
Year 1	All terms: 1 hour	
Year 2	All terms: 1 hour	
Year 3	All terms: 1 hour	One term (hub)
Year 4	All terms: 1 hour	One term (hub)

Year 5	All terms: 1 hour	One term (hub)
Year 6	All terms: 1 hour	

Curriculum music lessons are informed by the Model Music Curriculum (non-statutory guidance for music teaching) and provide pupils with opportunities to:

- Listen to and evaluate music from diverse time periods and cultures.
- Learn how to create and control sound using their voices, as well as tuned and untuned instruments.
- Understand how music is communicated through various notation systems.
- Improvise and compose music.
- Perform musically in front of audiences of varying sizes.

An instrumental scheme is also delivered by our music hub and gives pupils in Year 3, 4 and 5 an opportunity to learn the guitar for a prolonged period, allowing them to develop technical proficiency on a single instrument.

Note – terms represented below are subject to change by class teacher who may re-order curriculum as appropriate for music delivery

## Key Stage 1

Year 1	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Keeping the pulse	Singing a sentence, keeping a steady pulse.  Keeping the pulse of the music and playing sound patterns using body percussion and untuned instruments.	Performing to the class in pairs to show pulse and rhythm.
Autumn 2: Tempo	Singing a short chant and song.  Keeping the beat to a chant and song, using instruments	Performing to the class in pairs, demonstrating a song at varying speeds.
Spring 1: Dynamics	Using untuned percussion instruments to create seaside sounds.	Performing in pairs for the class, demonstrating seaside sounds and their corresponding symbols.*
Spring 2: Sound patterns	Practising different sound patterns using instruments.	Using instruments to tell the story of the 'Three little pigs' to the class.*
Summer 1: Pitch	Using tuned percussion instruments to play a simple tune.	Performing superhero theme tunes as a group to the class.
Summer 2: Musical symbols	Using tuned percussion and clapping to play different symbols to represent the sea.	Performing under the sea sounds as a group to the class.

Year 2	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Call and response	Using body percussion and voices to share call and response patterns.	Performing different call and response patterns in groups to the class.
Autumn 2: Instruments	Working in groups to use instruments and create music that matches a storyboard.	Working as a group to perform music to match the story of 'Jack and the Beanstalk.' *
Spring 1: Singing	Learning to sing three folk songs and using voices and body percussion.	Performing a folk song and composition as a group.*
Spring 2: Contrasting dynamics	Using vocal sounds and instruments to create space soundscapes.	Performing a space soundscape and sharing space symbols as a group.
Summer 1: Structure	Using instruments to perform different sound patterns.	Performing sound patterns as a group using instruments.
Summer 2	Using tuned percussion instruments, children read from a score and perform a song.	Performing 'Once a man fell in a well' as a class using voices and instruments.

## Lower Key Stage 2

<b>Year 3</b>	<b>Lesson opportunities to sing and play instruments</b>	<b>Lesson performance opportunities</b>
Autumn 1: Ballads	Singing in time and in tune with a song and incorporating actions.	Performing their own ballad in groups and incorporating actions.*
Autumn 2: Creating compositions for an animation	Playing melodies and rhythms on tuned instruments which represent a section of animation.	Performing a group composition to represent an animation.
Spring 1: Developing singing technique	Practising different warm ups and learning a song using a variety of different pitches.	Performing a song about the Vikings with associated actions.*
Spring 2: Pentatonic melodies and composition	Practising playing a pentatonic melody.	Performing a piece of music to represent the Chinese new year.*
Summer 1: Jazz	Experimenting with scat singing and syncopated rhythms.	Performing a jazz version of a nursery rhyme.
Summer 2: Indian music	Practising a traditional Indian song.	Performing the song 'Anile Vaa'.

<b>Year 4</b>	<b>Lesson opportunities to sing and play instruments</b>	<b>Lesson performance opportunities</b>
Autumn 1: Body and tuned percussion	Experimenting with combining body percussion and tuned percussion instruments to create rhythms of the rainforest.	Performing group rainforest compositions to the class.
Autumn 2: Rock and Roll	Learning a walking bass line on instruments.	Performing a Rock and Roll song as a class using their voices and instruments.*
Spring 1: Changes in pitch, tempo and dynamics	Creating and practising vocal and percussive ostinatos.	Performing different ostinatos to represent a river in groups.
Spring 2: Haiku, music and performance	Creating music to compliment a Haiku, using voices and instruments.	Performing music outside to celebrate Hanami.*
Summer 1: South America	Practising a piece of music with four layers.	Performing a samba piece as a class.
Summer 2: Romans	Learning to sing a song with a variety of pitches.	Performing 'The Road building song' as a class.*

## Upper Key Stage 2

Year 5	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Composition notation	Creating and practising a piece of music using graphic notation.	Performing a composition to represent a pharaoh as a group.
Autumn 2: Blues	Practising the 12 bar blues chords and accompanying bass line on instruments.	Performing the 12 bar blues and improvisation in pairs. *
Spring 1: South and West Africa	Singing unaccompanied and incorporating movement.	Performing 'Shosholoza' as a class. *
Spring 2: Composition to represent the festival of colour	Creating a vocal piece to represent a picture.	Performing a vocal class composition.
Summer 1: Looping	N/A - using technology.	Sharing compositions.
Summer 2: Musical theatre	Creating a musical theatre scene.	Performing a scene as a group to create a short class musical.*

Year 6	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Dynamics, pitch and tempo	Creating a group composition.	Performing compositions as a group based on the piece 'Fingal's cave.'
Autumn 2: Songs of WW2	Singing a song with a simple harmony.	Performing the 'White cliffs of Dover' as a class. *
Spring 1: Film music	Devising different musical ideas to represent a film.	Performing compositions to represent different scenes within 'Wallace and Gromit.' *
Spring 2: Theme and variation	Composing a multi-layered piece of music with voices, bodies and Instruments.	Performing compositions in groups to create a class performance.
Summer 1: Baroque	Playing instruments using graphic and staff notation (and their own notation).	Performing 'Funky fugue' as a class.
Summer 2: Composing and performing a leavers' song	Creating and practising a leavers' song.	Performing leavers' song in assembly.*

## 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.

Weekly provision for all classes during and around assembly times

Lunchtime choir aimed at Key Stage 2

Music ensemble evenings (to be resurrected this year)

There are a variety of chargeable activities on offer for parents who wish their child(ren) to learn a musical instrument outside curriculum time. This varies on request but has included guitar, drums, violin, keyboard, piano.

Parents who have difficulty paying should speak with the school office as there are grants that school can access to part pay or fully pay in some instances

## Part C: Musical experiences

This is about all the other musical events and opportunities that we organise.

Curriculum Assemblies – 3 times per year for all classes. These generally have a music performance element

Christmas productions – for all classes with preparation in November and December

Church events – Preparation coincides with liturgical calendar with children taking part in specific events – i.e. All Saints, Remembrance, Heritage Mass

Music Hub events – Upper Key Stage 2 – Dance and Music event at Guild Hall Preston

Valley Mass – Local Catholic Partnership – singing with other schools from Rossendale at local Catholic High School

## In the future

St James the Less RC Primary school is committed to continually enhancing musical offerings to pupils. Below are the improvements we plan to implement in the coming years. We welcome your suggestions and encourage you to contact the school if you have any ideas on how we can further improve our musical opportunities

In addition to the above, our focus is to broaden the experience of all children, including the range of instruments that are being taught individually and in groups.