



PARK HOUSE PRIMARY SCHOOL

MUSIC DEVELOPMENT PLAN SUMMARY

Department for Education

Music development plan summary: Park House Primary 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	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Kathy Crawshaw-Moore
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Derbyshire Music Hub

Name of other music education organisation(s) (if partnership in place)	Derbyshire Music Hub
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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 Park House Primary School we have a dedicated, qualified teacher who teaches music across the whole school. This continuity ensures that we fulfil 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.

Intent

Park House Primary Schools intention is that all children gain a firm understanding of what music is through listening, singing, playing, evaluating, analyzing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. 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. Music has always been a fundamental part of our school and we strive to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music. We are committed to ensuring children understand the value and importance of music both in school and in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Implementation

Our music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in discreet weekly music lessons which typically last for 45-60 mins.

In addition, music is appreciated and taught through daily assemblies, year-round concerts, performances and the learning of instruments. Professional, peripatetic teachers are invited into school to teach individual instruments to those children who wish to learn them. Year 5 children have additional time to learn the ukulele through the 'WCET' programme. The DfE's Model Music Curriculum 2021 informs Park House's music delivery. For example, in Year 5, in association with the Derbyshire Music Hub, the children are all loaned ukelele's and have an additional music lesson where they learn to *'Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles.'*

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in 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

Within the classroom, students also learn how to play a variety of tuned and un-tuned instruments and in doing so, they understand the different principle of each method of creating notes and rhythms, as well as how to read basic music notation. They also learn how to compose, focusing on the different dimensions of music, which in turn feeds their understanding when listening, playing, or analyzing music. Cross-curricular links with other subjects are made where appropriate, for example during a 'Star Gazers' unit in Y5. 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.

Adaptation - 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;

SEND - We strive to remove barriers to learning for pupils with SEND. We adopt a positive and proactive approach which ensures that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding enable all pupils to achieve and succeed in music.

Assessment - On-going assessment practices within class and group sessions, including the 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 signposted to external musical programmes. Floor books are used to evidence the lessons. From September 2024, these will have QR codes allowing recordings of pupils to be made and kept for assessment purposes. Progress is reported to parents throughout the year.

*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](#).*

Part B: Extra-curricular music and Enrichment

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.

The whole class tuition programme (Y5) has provided high-quality music education, tailored to meet the needs of our pupils. Pupils learn the ukulele.

In addition, we offer extra-curricular activities including guitar and violin lessons which also provide children with experience of making music. These lessons, together with the loan of instruments, are subsidised through the Derbyshire Hub. For details please see Appendix 1.

During the course of the year, pupils are able to join other schools in the Halle Orchestra/Ukelele Performance Project.

CNEDMC offer Friday Evening/Saturday Morning ensemble opportunities which allows for further progression in music. Children are signposted to this.

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.

In addition to planned curriculum time for music, children also enjoy additional musical experiences - the whole school together, as a class, or sometimes individually. These occur throughout the school year and contribute to the overall planning and time allocation for music.

Music is incorporated into a variety of activities and events within school, such as singing in daily assembly, classroom routines and special celebrations. At Christmas, KS1 rehearse a "Musical Nativity" performed both to the whole school and to parents. KS2 rehearse and perform a Carol Service in the local community – St. Mary's Church, Pilsley. At Easter Y3 and Y4 rehearse an Easter Concert to the whole school and again in St. Mary's Church. In the summer term Y5 and Y6 join forces to rehearse a major musical production, performed to the whole school and to parents. Year 5 perform to their parents to showcase the fabulous learning that takes place with the ukuleles. Throughout the year classes may perform in assembly to showcase their curriculum work and individuals regular perform in assembly. All children learn to be an audience as well as the performer.

Across school, children have a range of opportunities to experience live musical performances; school welcomes Crackpot Church assembly productions and Outside of the box Theatre Company, a chance to watch performances and pantomimes. In

addition, Y6 visited Sheffield Lyceum to see productions based on a text being read in school. Y5 experience a full orchestral performance with the Halle Orchestra.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the class lessons and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music making, through support at events and through home learning. We have pupils who perform in panto's outside of school. Many of our pupils go on to perform in musicals held at secondary school.

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.

CPD for classroom teachers to increase confidence in singing in the classroom and delivery.

Develop the use of technology within music; delivery by teacher to activities completed by pupils.

Develop cross curricular links through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts eg. History, PE

Develop greater links with external music organisations – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and providing opportunities to see a live concert.

Performance opportunities – broaden the range of performance opportunities for children in school.

Develop a School ensemble – build uptake of instruments (eg woodwind) to work towards a school ensemble.

Musical engagement with feeder secondary schools – look for opportunities to work with feeder secondary school for transition.

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.*

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.