

# Music Development Plan summary

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Tom Holmes
Name of school leadership team member with responsibility for music (if different)	Darren Heatley (Headteacher)
Name of local music hub	Surrey Arts

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 broad and balanced curriculum is informed by the Model Music Curriculum and research outline in 'The power of music to change lives: a national plan for music education'.

Children at Busbridge Infant School receive one hour dedicated music lesson per week, in our dedicated music space – the 'Creative Cave'. The progression of skills and knowledge overview clearly outlines how the children will engage with the inter-related dimension of music: texture, structure, timbre, tempo, dynamics, pitch, rhythm, pulse, and our spiral curriculum enables the children to have comprehensive music vocabulary by the time they finish their primary music education. The document also maps the key knowledge and skills to be taught within each year group to enable them to progress to this level.

We break our curriculum into 5 key aspects of music, which are commonly recognised vehicles for developing children's musical understanding in a holistic and

interconnected way. These are: listening and appraising, singing, playing, improvising, composing. In our curriculum, these activities serve as the structure for every lesson – enabling children to practise in small steps and acquire knowledge and skills carefully over time.

We follow the Charanga Music School scheme to meet the expectations of the Model Music Curriculum and exceed the National Curriculum. The scheme allows children to practise each of the strands of music within each lesson and has a clear progression of skills within each unit. The planning includes clear differentiated and adapted tasks with both additional support and extension tasks. By following a scheme, we can ensure consistency between classes and parity across year groups.

With the 2011 review of music in mind, we introduced a specialist music teacher for the preschool and Infant school who takes small groups of learners and explores composing music with a range of instruments through story telling and visual representations of music.

Each participating group gains by being exposed to, or honing their proficiency with, writing music for and performing on both tuned and untuned instruments.

Each year group also studies the History of Music Unit, through the listen and appraise section of their planned lessons, giving children an opportunity to acquire an understanding of a music history. The History of Music Unit also emphasises the importance of music history and understanding the rich cultural heritage of music.

Our curriculum also includes regular performance opportunities, which contextualises their learning and enables children to experience the wonder and joy of live performance. The children also develop stamina to sing and dance simultaneously and every child performs in our festival celebrations.

## 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.

Music is an integral part of life at Busbridge Infant School and children are encouraged to participate in extra-curricular activities. Our aim is to increase self-confidence, creativity and a sense of achievement, which we understand cannot just be contained to a single music lesson once a week. We offer different clubs and experiences throughout the year and our ethos ensures inclusivity into our choirs.

We offer a Singing Club at school which is open to any child to join, with multiple performance opportunities throughout the year, covering a variety of genres. The children perform in church and at school assemblies throughout the year.

Our 2024-2025 academic year sees the popular return of Ukulele lessons, giving children the chance to learn an instrument – in a group setting – with new songs. Led by an experienced guitarist and Ukulele player, the children will learn key ensemble skills, with the chance for performance to a live audience. This is in collaboration with Music works who are an external provider which children can access.

For our Summer production, we include instrumental performances by the children alongside the musical score. These children are an integral part of the production, forming a part of the ensemble. They are expected to learn the song, including their cues and follow a conductor to help tell the story and create atmosphere through their playing.

We regularly meet to assess the success of the clubs running at the school and will choose our termly offerings based on the need of the children. Our offering is constantly changing and growing and will be adapted throughout the year.

## 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.

On top of the timetabled music lesson, the children attend a 20 minute singing assembly each week; they are taught a new song during the assembly and then sing it throughout the week at all other assemblies they attend, with a final whole-site (Infant or Junior) performance during the whole-school assembly time.

There are copious opportunities for children to experience Music and Performing Arts outside of the classroom. All children enjoy at least one external workshop per year, these include, but are not limited to:

Year R and Year 1: Pied Piper Theatre Company, Music Works

Year 2: Pied Piper Theatre Company, Music Works, Great Fire of London Workshop

- At Christmas, singing club perform Christmas Carols as a part of our Christmas service at the community church.
- We recognise special events throughout the school year through Music and Performing Arts. These are showcased through Special Assemblies, where each year group contributes an aspect of the performance, whether through song, dance, poetry or acting, every child will participate. We host these for: Harvest, Nativity, Easter and Year 2 leavers assembly.

- We support our local Juniors school by attending the dress rehearsal for the summer production.

## In the future

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

The Music Curriculum team are continually looking for ways to exceed and our action plans are bold and ambitious. We currently uphold and value the strengths we have within the 7 key features of enriched curriculum and have created an action plan that is reflect of this.

Our targets for 2024-2025 are to:

- To follow and implement SFET planning and use Charanga scheme of Music.
- To ensure that opportunities are put in place for all children to take their learning in music beyond the classroom (clubs, workshops, music tuition).
- To maintain the instruments, stored in a centralised area, and replace and enhance as necessary with wear and tear.
- To encourage the children's social, emotional, spiritual and moral development through music inside & outside the classroom.
- To take part in community performances, in order to raise the profile of the school.
- To implement new assessment procedures within Music to ensure judgements of the highest accuracy.

We will continue to keep up-to-date with any research or responses to the national plan for music education and the model music curriculum and implement within our curriculum as necessary.