

Music development plan summary: Great Milton CE 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	December 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Amy Dearn
Name of school leadership team member with responsibility for music (if different)	Alyson Frost
Name of local music hub	Oxfordshire County 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.

Curriculum

At Great Milton, we use the Kapow Primary Music Scheme across the school. Our scheme of work fulfils 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.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear. We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music.

We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Kapow Primary's Music scheme which has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.

- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

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.

Implementation

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Kapow Scheme, to ensure that children receive quality music lessons throughout the year; we cover one unit per half-term.

Music is taught as a discrete lesson, usually lasting 45-60 mins. Our lessons are taught with a combination of weekly sessions and focus days. We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

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

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.

To enhance our music curriculum, an Oxfordshire County Music Service teacher teaches the whole Y4 class to play the guitar every week. As a result of this, some pupils have a 1:1 guitar lesson.

Peripatetic teachers come into school twice a week for individual piano and violin lessons. We use Pupil Premium funding to enable all children with an interest in music, or those who show an aptitude in class, to learn to play an instrument. These teachers are inspiring a real love of music for their students.

A company called 'Rock Steady' provides children with the opportunity to learn an instrument, or develop their vocal skills, as part of a band. The company offers 'bursary places' to children who wouldn't ordinarily be able to take up this opportunity, or we use pupil premium funding to facilitate this.

We also have a school choir which performs at annual singing events in Oxford with other local primary schools and also at school events. The choir also performs to our village Age Concern group- The Neighbours Club.

Singing is a large part of school life at Great Milton. Daily whole school collective worship includes singing either a hymn or a pop song. Songs are also used to learn key facts across a range of subjects.

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.

As a school we host musical evenings- Players and Performers- to encourage children who play an instrument or sing outside of school or as part of school tuition, to perform in front of an audience. The Rock Steady band leader also arranges concerts for the school and parents.

Our school choir performs at annual singing events at Oxford Town Hall and the Oxford Centre for Music with other local primary schools. The choir also perform at school events; in St. Mary's Church; at the village fete and for the village Age Concern group- The Neighbours Club.

Other opportunities for children to perform and sing are in the EYFS/KS1 Nativity; Y3/4 Easter Production and the Y5/6 Summer Production.

Each year, a group of pupils who are musicians visit the Sheldonian Theatre to experience the Oxfordshire Youth Orchestra play in concert.

In the future

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

- Invest in additional musical instruments
- Become a 'Singing School' through 'SingUp'
- Children to play as we come into / lead out of collective worship
- Increase opportunities for KS1 children to sing at Oxfordshire events
- Look singing events wider than Oxfordshire
- Develop music appreciation through whole school collective worship
- Plan opportunities for more children to experience watching a musical concert in a range of genres.

Further information (optional)

Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.

CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery.

Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend: Young Voices, Spring Music Showcase Concert – for visiting music teachers' students, choir and music ensemble; class music assemblies for parents showcasing music curriculum music.

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

Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. PTA; local charities; fundraising in school from performances etc.)