

# Music development plan summary: Elms Farm Primary School



## Overview

Detail	Information
Academic year that this summary covers	2023-2024
Date this summary was published	10-7-2024
Date this summary will be reviewed	10-7-2025
Name of the school music lead	C Shenton
Name of school leadership team member with responsibility for music (if different)	E Baxter
Name of local music hub	Services for Education
Name of other music education organisation(s) (if partnership in place)	Creative Connections

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 Elms Farm, we use the Kapow music scheme which is aligned with the Model Music Curriculum. Our Music curriculum is published on our school website at:

<https://www.elmsfarmprimaryschool.co.uk/music/>

Our Music curriculum is delivered in line with our school values and begins in Nursery and is timetabled for one hour each week through to Year 6. During lessons, pupils are taught music appreciation and have opportunities to sing or play instruments and contribute to whole class ensembles.

In 2023-2024, Years 4 to Year 6 were taught by The Music Service's peripatetic teachers to learn a brass instrument. These lessons included whole class performances and the opportunity for pupils to borrow instruments to practise at home, thus developing further interest and ambitions in music.



Elms Farm has an inclusive approach to all areas of the curriculum, including music; ensuring that all pupils have the opportunity to enjoy music and make progress in their learning both knowledge and skills based. This may be done through additional or different resources, adaptations to the curriculum or through key support during lessons.



We are part of 'Creative Connections'; a group of schools working alongside specialists to enhance our offer in the arts. Carefully planned curriculum based projects are planned for music each year which culminate in inter-school performances and performances with

musicians at different venues. In 2024-2024, projects have included: 'Our Voice'-learning themed songs to perform with other schools and professional musicians and an instrumental based project in which pupils wrote and performed their own songs.



## Our Curriculum: Kapow

### Introduction

The DfE released the 'Model Music Curriculum' (MMC) for England on 26<sup>th</sup> March 2021. The framework does not replace the current national curriculum; there is no requirement for schools to adopt it. Instead, it outlines an approach that schools can take to deliver the current national curriculum for music.

The guidance suggests what could be taught within each year group to meet the end of Key stage expectations.

### Kapow Primary's scheme of work and the MMC

Kapow Primary's music scheme provides a progressive programme of study for music from EYFS to Year 6, which covers all aspects of the statutory National Curriculum, and so therefore also aligns substantively with the MMC.

The MMC splits the curriculum into the areas of:

- Singing
- Listening
- Composing and
- Musicianship (KS1) or Performance/Instrumental Performance (KS2).

These tie in similarly to the way we categorise our scheme into the four strands of:

- Performing
- Listening
- Composing and
- The History of Music

See [Kapow Primary Music Curriculum Overview](#) for more information.

Although our strands have different names from the MMC key areas, the overall content remains the same because, both the Kapow Primary scheme and the MMC draw from the National Curriculum. For example, Kapow Primary includes Singing within Performing, rather than categorising it as a separate strand, and the MMC covers the History of Music within its Listening key area.

## Kapow Primary and the MMC approach to curriculum design

While it can be helpful to categorise the curriculum into different strands for planning and coverage, they should not be taught in isolation. Research into musical development and best practice pedagogy states that music should be taught holistically, with singing, playing instruments, composing, and listening to music all integrated together into music lessons (Spruce, 2007). This is one reason why Kapow Primary has taken a topic-based approach to deliver the strands in the music scheme of work, as this enables us to create units and lessons that deliver a holistic approach to music.

## Kapow Primary and the MMC lesson durations and modes of delivery

The MMC recommends that primary aged children should have an hour's music lesson every week (which can be split into several smaller sessions if necessary).

Kapow Primary understands that all schools are different, and therefore the amount of time allocated to music will vary. In addition, the amount of time that individual musical activities take will vary depending on teacher confidence, pupil's prior experience, and practical considerations such as the number of instruments available for pupils to use.

Therefore, our scheme is not prescriptive regarding lesson timings, instead, adopting a more flexible approach that allows teachers and pupils room to explore music at their own pace. We provide five lessons in each unit to allow for some flexibility within each half term should lessons not take place every week, for example, due to school trips or other one-off activities and to allow time for consolidation, if needed.

## Kapow Primary and the MMC at EYFS

The MMC takes KS1 as a 'blank slate' starting point because the National Curriculum does not cover EYFS. However, of course, music does form part of the EYFS framework, and therefore children will have experienced music-making before they enter Year 1. The Kapow Primary music scheme of work aligns with the EYFS framework, covering basic musical skills such as pulse-keeping, inventing rhythms, singing, and moving to music. Schools following the Kapow Primary EYFS music scheme of work will find that their children enter Year 1 at a higher level of competence than is assumed in the Model Music Curriculum.

## Kapow Primary and the MMC at KS1

### Singing:

The MMC approach to singing is based on developing pitch-matching (singing in tune) over a limited range, gradually expanding the range of notes that are sung over the year groups. Kapow Primary takes a broader approach, focusing on the development of expression and enjoyment, as well as the more technical aspects of singing, including singing in tune. Kapow Primary, therefore, aligns with the MMC's expectations for singing at Year 1 and Year 2, and extends and expands these further.

### Repertoire:

The MMC sets out a list of suggested repertoires for singing in each year group, and at KS1 Kapow Primary uses comparable, though not identical repertoire. For example, call and response songs form a central part of KS1 units in the Kapow Primary scheme, reflecting this aspect of the MMC.

### Listening:

The MMC provides suggested 'foundation' and wider listening repertoire (in the appendix) for each year group, with some contextual background information on each piece including particular features to listen out for. The Kapow Primary music scheme of work provides a more structured and progressive approach to listening, with specific activities and questions provided alongside each listening suggestion that reflect the children's stage of musical development.

At KS1 the Kapow Primary music scheme selects a listening repertoire with strong 'storytelling' or 'mood' aspects to reflect pupils' stage of development at this age. Examples include pieces such as *Mars* from *The Planets Suite* by Gustav Holst, and *Carnival of the Animals* by Camille Saint-Saens. Both pieces appear in the Kapow Primary scheme and the MMC at KS1.

### Composing:

The composing aspect of the MMC aligns closely to the Kapow Primary music scheme of work. Both the MMC and Kapow require pupils to create sequences of sounds in response to a wide variety of stimuli, using their voices and tuned and untuned instruments.

## Musicianship:

While Kapow Primary does not have a separate musicianship strand at KS1 as the MMC does, the expectations around pulse, rhythm and pitch indicated in the MMC are all covered in the Kapow Primary scheme through the Performing, Listening and Composing strands.

The only area of difference is that of staff notation. The Model Music Curriculum diverges from the statutory National Curriculum by including staff notation in KS1, and therefore this aspect is not currently covered in the Kapow Primary music scheme of work until KS2. However, we will be adding staff notation at Year 2 for September 2021.

## Kapow Primary and the MMC at KS2

The MMC includes whole class instrumental teaching at Year 3 or 4 in addition to their weekly music curriculum lesson.

This however is not a requirement of the statutory National Curriculum, and therefore Kapow Primary does not currently provide a separate scheme for whole class instrumental teaching. We are aware that many schools, although not all, are supported by local music hubs to provide whole class teaching, however, we will be creating new resources for September 2021 for whole class instrumental teaching using glockenspiels.

## Singing:

At KS2, the MMC gradually widens the vocal range, with an emphasis on performance skills and quality of singing, as well as the introduction of part singing in Year 4, with an increase to three and four-part singing in Years 5 and 6 respectively.

The Kapow Primary music scheme of work at KS2 has specific units in each Year group with the focus on developing singing technique including part singing (Vikings, Romans, Egyptians, Songs of WW1 units), and then also uses singing more informally throughout all the other units as part of performing and composing activities. The Kapow Primary music scheme of work therefore extends and expands on the singing requirements contained within the MMC.

### Listening:

The MMC provides suggested 'foundation' and wider listening repertoire (in the appendix) for each year group, with some contextual background information on each piece including particular features to listen out for.

The Kapow Primary music scheme provides a structured approach to listening, with specific activities and questions designed to reflect children's stage of musical development.

### Composing:

At KS2, the composing aspect of the MMC closely aligns to the Kapow Primary scheme. It covers all aspects of the composing key area of the MMC at KS2, but with a more flexible approach.

Generally, our composing activities allow for plenty of pupil choice and creativity, allowing pupils to select structures and musical devices which suit the intended effect of the piece. We avoid prescribing the keys, structures and note sets that are available for pupils' use. This allows pupils to gain a deepening understanding of 'how music works' through composing and improvising.

### Performing:

The performing key area of the MMC at KS2 is focused on developing instrumental technique and notation reading on a melody instrument, with some chordal work included in the upper key stage. Kapow Primary's scheme also includes both melodic and chordal work throughout the key stage but adds rhythmic performance work on untuned percussion.

In Kapow Primary, the focus of instrumental work is currently less on developing technique on one instrument or learning to read staff notation. Instead, we focus on developing the skills that pupils need to perform their own compositions and improvisations, with instrumental work growing holistically out of creative activity.

Because we recognise that many primary teachers do not themselves read staff notation, there is less of an emphasis on this in the Kapow Primary scheme of work for music, and more emphasis on using other forms of notation (such as letter notation) and playing by ear. Where staff notation is used, it is carefully structured and explained so that both the teacher and the pupils can explore this aspect of music-making. The staff notation content of Kapow Primary meets the statutory requirements of the

National Curriculum but does not extend as far as the suggestions in the Model Music Curriculum.

In light of the MMC, we will be enhancing the Kapow Primary scheme to include whole class instrumental lessons and greater work on staff notation for September 2021.

## Conclusion

	How does Kapow Primary's scheme satisfy the Model Music Curriculum (MMC)?			
	Singing	Listening	Composing	Musicianship
KS1	Kapow Primary takes a broader approach to the development of singing than the MMC and extends and expands pupil's further than the MMC's expectations.	Kapow Primary's scheme meets and exceeds the MMC guidance as we offer progression around listening skills and greater structure.	Kapow Primary's scheme covers all aspects of the MMC's composing strand.	Kapow Primary's scheme satisfies the MMC here, aside from the inclusion of staff notation, which we currently introduced in KS2.  We will be adding staff notation into Year 2.
KS2	Singing	Listening	Composing	Instrumental performance
	The Kapow Primary music scheme of work extends and expands on the	Kapow Primary's scheme meets and exceeds the MMC guidance as we offer	Kapow Primary's scheme covers all aspects of the MMC's composing strand.	The MMC's focus is on the development of instrumental technique and notation reading on a melody instrument, with some chordal work.  Whilst Kapow Primary's



	singing requirements of the MMC.	progression around listening skills and greater structure.		<p>scheme also includes melodic and chordal work, with the addition of rhythmic performance on untuned percussion, our current focus is to develop the skills required to perform compositions and improvisations, with instrumental work growing holistically out of creative activity, rather than developing technique on one instrument or on learning to read staff notation.</p> <p>Therefore, we will be creating new resources for both these aspects.</p>
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## 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.



Pupils in Key Stages 1 & 2 have the opportunity to join the E.F.P.S. choir. This is offered as a free after-school club and encourages children to enjoy singing, learn songs together with an teacher experienced in singing, and then perform together. Choir performances are hosted at the school and also in selected venues with other schools.

Music tuition has been offered as a paid after-school. The cost of this is reduced by the school to encourage participation, however uptake has been low. Pupils are able to borrow brass instruments free of charge.

Music tuition is offered to CiC pupils. This has been successful in the form of singing tuition during the academic year.

A team of pupils and staff have received training in the 'Singing Playgrounds' programme. The aim of this being to provide opportunities for pupils to learn playground songs and enjoy singing together during break-times.



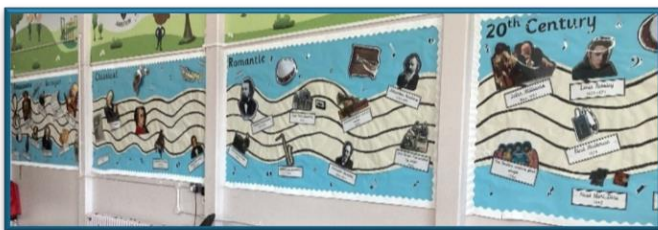
We continue to work with the School Music Service to provide opportunities for pupils although this is an area which we wish to strengthen.

## 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.



Opportunities to learn about music are enriched throughout the curriculum. Experiences are planned such as African drumming workshops and music appreciation opportunities which teach pupils about the history of music and its development, and the music of different cultures and countries. These link to wider curriculum subject areas.



A timeline of music history is proudly displayed in our Hall. It is this timeline which is a focus for our entrance to assemblies. Pupils consider their views on the music listened to, what instruments they can hear and what

period of time the music was composed. Pupils also select their own favourite music to share in times of celebration.

Each week, a selected class learns a song to perform in celebration assembly. Pupils select the music with teaching staff, considering either the topic being studied or bringing enjoyment or a key message to the school. Some classes have selected to learn Makaton, sign or dance as part of their performance this year. This experience develops our pupils' confidence and performance skills.



Each year, pupils are encouraged to share their talents in our E.F.P.S. talent show. Teaching staff also perform to provide pupils with role models and encourage a love of music. This is thoroughly enjoyed by everyone.

Pupils have visited and performed at a number of venues throughout the year: The Ruddock Centre, St Paul's Cathedral and St Gile's Church.

## In the future

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:

- Continue to monitor and provide professional development for staff to ensure high quality teaching and learning.
- Re-establish singing playgrounds.
- Ensure that pupils have experience of a wider range of instruments and increase the opportunity and participation in music tuition.
- Ensure pupils experience at least one live performance per year.
- Organise more in school and inter-school performances
- Develop a school band.
- Publish information to support pupils in engaging in Music opportunities outside of school.