

Music development plan summary: [Marine Academy Primary]

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	
Date this summary will be reviewed	September 2025
Name of the school music lead	Kingsley Clennel - White
Name of school leadership team member with responsibility for music (if different)	NA
Name of local music hub	PYMS (Plymouth Youth Music Service)
Name of other music education organisation(s) (if partnership in place)	Exeter Music Hub

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.

Music is taught in class every week on alternate terms and is informed by the model music curriculum (March 2021). Lessons are a minimum of 55 minutes and are taught by class teachers or a music specialist. Teaching is supported by specialist planning, which includes access to Charanga, bespoke lessons plans for all year groups and access to a dedicated leader.

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, 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.

The Music scheme is always being refined, but 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.

Pupils are taught musical notation and how to compose music. The ABRSM theory guide is used in conjunction with the MMC for this.

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.

Music is taught as a discrete lesson usually lasting 45 – 55 mins

We take an holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences: Performing, Listening, Composing, The history of music, The inter-related dimensions of music.

It is designed to capture pupils' imagination and encourage them to explore music enthusiastically. Children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

The elements of music are taught in classroom 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.

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.

Children in year 3 learn an instrument as a whole-class ensemble taught by music specialists from Plymouth Youth Music Service as part of the Wider Opportunities programme. Each project lasts 15 weeks and culminates in a performance where children perform songs and pieces together.

We have a music specialist that teaches in pre-school / reception every week, ensuring high quality music provision from the ground up that can feed into a student's later music career. This is continued in LKS2 and then via generalist teachers in UKS2.

Planning has been created by a music specialist with over 25 years knowledge of musical curriculum and their knowledge of KS3 / 4 music allows strong nuancing of content for upper KS2 into KS3. This allows for both flexibility and progression, as well as CPD for non-specialist staff.

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;

Using classroom assistants to support the work of individuals or groups of children

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. The following link is

used to help inform our practice:

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer/sencoguide/graduatedapproach/usingtheframework>

Music is taught weekly in EYFS and then through alternate terms in LKS / UKS2. The curriculum uses the Model Music Curriculum as a starting point, marrying the ideas with developmental work in EYFS and specialist knowledge. ABRSM is also used as a guideline for theory development. It is an integral part of the independent 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 and fosters a child's ability to understand different cultures, thereby increasing a child's knowledge and understanding of the world.

We have WCET in Y3, with the children in every class having the opportunity for sustained practise and learning with a third party specialist. We are piloting a new initiative where a full 30 week tuition is paid for to enable the learning of violins.

We liaise with Plymouth Youth Music Hub and Devon music Hub for instrumental loans, tutors and advice, as well as opportunities for our children to perform / experience live music.

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

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.

We offer guitar, piano, keyboard, singing, drums and soon violin tuition to our children.

We have a school choir, orchestra, musical theatre group, percussions club, all of which take place as an afterschool activity over the whole year

Children take the above tuition in the form of small group lessons and are able to perform to their peers / classes / assembly when they feel ready. They can also play or sing when visitors arrive as a welcoming gesture.

PP children have lessons at a subsidised rate and if requested, entire lesson blocks will be paid for by the music department.

We have a dedicated music room that allows children to practice / rehearse / record as needed. This is available the whole week long, lessons notwithstanding.

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 have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Across all key stages, children have a range of opportunities to experience live musical theatre performances courtesy of Theatre Royal, Plymouth and to take part in musical performances, such as Christmas plays and nativities, Summer performances, and Arts focused outcome events – Sky Arts week, for example.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE, etc, and visitors are also used to enhance the music curriculum where appropriate through historical songs or instruments.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs 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 where possible.

TWT choir.

Remembrance assembly.

Harvest Festival.

Big Sing collaboration.

Xmas concerts.

Summer showcase.

Summer fayre.

In the future

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

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 as we move from specialist tuition to generalist.

Links with external music organisations – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert. What are the opportunities? Maintain ongoing contact. Music Mark Membership.

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; Nativities and class/key stage productions.

Further information (optional)

The school has always had music and the arts as an integral part of the curriculum, so much so that OFSTED recognised the quality of provision in their last, outstanding report on MAP.