

Music development plan summary: Woodloes 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	Julia De Araujo
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Warwickshire
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.

At Woodloes, we use the Kapow Primary Music Scheme across the school.

The intention of our musical curriculum is, first and foremost, to foster an appreciation for music, enabling children to feel confident and inspired in their musical endeavours and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need to become confident performers, composers, and listeners.

Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. 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.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works.

Lesson Delivery – Within each music session there will be the following elements:

1. A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by

both the teacher and the children to assess the lesson's work;

2. A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce

the children to the theme of the music unit.

3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.

4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they

have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

Kapow's Primary Music spiral curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new

skills and challenge. Children progress in terms of tackling more complex tasks and doing more simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

***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.*

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 are committed to providing a rich and diverse musical education that extends beyond the core curriculum. Our co-curricular music programme is meticulously designed to offer pupils a myriad of opportunities to sing and play music, thereby fostering a lifelong love for the subject. We recognise that music plays an integral role in personal and social development, enhancing creativity and self-expression.

1. As part of our strategy, we host Whole School Singing Assemblies, which serve as an excellent platform for the entire school community to come together and engage in collective singing. These assemblies introduce children to a range of new and traditional assembly songs, enriching their musical repertoire. Utilising the 'Words on Screen' approach, we ensure that all children, regardless of their ability, can access the songs, join in, and fully enjoy the shared experience of singing. Through these initiatives, we aim to instil a deep appreciation for music that will last a lifetime.

2. Central to this strategy is the provision of individual lessons in piano, violin, and guitar, facilitated through our partnership with Warwickshire Music Service. Qualified instructors regularly visit the school to deliver tailored lessons, utilising our school keyboards and guitars to create an immersive learning environment.

Children are encouraged to practice between lessons, ensuring continual development of their skills and confidence. Additionally, we organise opportunities for children to perform in front of their peers and parents, cultivating a sense of community and enhancing their presentation abilities. This approach not only augments the children's musical education but also promotes values such as teamwork and self-discipline. We believe that through this committed music strategy, students will not only excel in their musical pursuits but also develop essential life skills in the process.

3. The music strategy aims to foster a profound appreciation for singing among children. Central to this initiative is Warwick Singing Town, where Choral Entrepreneurs, will collaborate with as many children as possible to ignite their passion for music. By engaging directly with children,

they will not only inspire young singers but also cultivate a supportive environment for their artistic development.

The Choral Entrepreneurs will assist in facilitating school-based concerts and activities, providing essential guidance and resources to enhance the musical experience. Furthermore, they will play a pivotal role in organising large-scale events that unite children from various schools, allowing them to perform together and share their love for singing. This collaborative approach is designed to create a vibrant musical community, promoting teamwork, creativity, and a sense of achievement among all participants. Ultimately, this strategy seeks to enrich the educational landscape and nurture the talents of the next generation.

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.

Children will have the opportunity to perform or experience music as below:

- All children performing at Christmas to each other and for EYFS and KS1 to parents***
- Choir, ensembles and soloists performing throughout the year in assemblies***
- Year 6 perform in their end of year show to whole school and parents***
- KS2 children get the opportunity to take part in Young Voices***

In the future

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

In future years, our Music Development Plan aims to achieve the following: -

- Introduction of a wider range of instruments on offer for whole class lessons***
- Further develop engagement in extra-curricular music for Pupil Premium and SEND children.***
- Develop a dedicated music teaching space for use by ensembles and specialist instrument teaching***