

# Music development plan summary: Chatsworth Infant School and Burnt Oak Junior School

## Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	1st September 2024
Date this summary will be reviewed	1 <sup>st</sup> September 2025
Name of the school music lead	Hannah Attridge (CIS) and Elizabeth Buckley (BOJ)
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Bexley Music
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.

### **Music Curriculum at Chatsworth Infant School and Burnt Oak Junior School**

We follow the National Curriculum and Early Years Foundation Stage Statutory Framework, through a bespoke, ambitious and progressive music curriculum. The music curriculum is also guided by the Model Music Curriculum, International Primary Curriculum and the National Plan for Music Education (2022).

Our schools provide one-hour lessons each week for every class. Class teachers teach the curriculum, through a series of units that focus of musical elements of: pulse, rhythm, pitch, 20th Century music and music technology. Integrated into the music curriculum are related topics, with an expectation that at least one music linked topic is included in each year group.

**MUSIC PROGRESSION OVERVIEW – CHATSWORTH INFANTS AND BURNT OAK JUNIOR SCHOOL**

	A1 Unit 1 - Pulse	A2 Unit 2 - Rhythm	Sp1 Unit 3 - Pitch	Sp2 Unit 4 – 20 <sup>th</sup> Century music	Sm1 Unit 5 - Voice	Sm2 Unit 6 – Technology, structure and form
<b>Nursery</b>	To try to move in time with music.	To experiment with fast/slow using their body and instruments	To sing a range of well-known nursery rhymes	To listen to a range of well-known songs and music	To perform nursery rhymes with others	To explore and change sounds and music through play and technology.
<b>Reception</b>	To try to move and play instruments in time with music.	To engage in making music, experimenting with different rhythms e.g. fast and slow.	To sing a range of well-known songs	To listen to, sing along to and talk about a range of well-known songs and music	To perform songs with others	To explore and change sounds and music through play and technology
<b>Year 1</b>	To create and perform using instruments to keep the pulse and play the rhythm	To maintain a pulse whilst performing a rhythm as a group	To sing notes of different pitches	To listen to the way songs can change and develop to suit the times	To explore "pause" and further graphic notation	To use technology to add sound effect to a story
<b>Year 2</b>	To be able to sing, play and perform with a good sense of pulse	To be able to recognise and perform rhythmic patterns in songs	To create rhythmic patterns with a variety of pitch	To recognise the pulse of a 20th century jazz song and play the pulse whilst singing	To understand and recognise basic graphic notation	To learn how to record our own music
<b>Year 3</b>	To be able to maintain a part in a piece and respond to cues	To add body percussion and percussion instruments into our own pieces of music	To understand "motif" and demonstrate this using percussion instruments	To appreciate an array of genres and identify them	To create a graphic score to a familiar melody	To use music sequencing software to create a piece of music in a given form
<b>Year 4</b>	To be able to play in 4/4 and 3/4 using ostinato, drone and repeating patterns	To learn a pulse then a rhythm and put them both together to create a musical texture	To understand basic musical notes and how they have different pitches	To understand minimalism and listen and reflect on a piece of orchestral music	To create melodies using pentatonic scales	To listen to popular music and recognise structure and form
<b>Year 5</b>	To be able to independently maintain a part in a group performance	To understand and play rhythms in different time signatures over different genres	To learn what a harmony is and demonstrate harmonies in different pitches	To play travelling ostinatos together as an orchestra	To create a group performance following sheet music	To compose a 12-bar blues song
<b>Year 6</b>	To be able to sing / play regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4)	To create ideas to compose a melody as a team, recording	To compose music combining rhythm, pitch, dynamics, timbre & tempo	To learn how to play "Yesterday" by the Beatles on the glockenspiel	To understand pitch and refine sound and pitch in their voice	To manipulate and create sounds in a creative way using technology.

Music lessons are fun, creative and practical. Children are encouraged to join in with singing, listening, composing and performing. Every class, from nursery upwards, has the chance to use tuned and non-tuned percussion instruments.

We are building a partnership with Bexley Music, and the subject lead attends hub training, to aid subject development and liaisons across the borough.

### SEND Music Provision

It is an expectation that appropriate variation/adaptation will be planned for all learning activities to ensure suitable pitch and outcome for all groups of learners, regardless of their needs and starting points. This includes adapting resources as necessary for pupils with additional needs and planning for the deployment of support staff.

### Assessment

Formative assessment is ongoing and is against the clear lesson objectives. At the end of the academic year, teachers are required to report pupils' attainment and effort in music to parents.

## 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 tuition at Chatsworth Infant School and Burnt Oak Junior School**

### **Summary of co-curricular music includes:**

Piano, vocal, guitar, Year 6 Chamber Choir, Year 5 Young Voices Choir, KS2 Choir, KS1 choir.

We have started to develop extra music tuition ensembles through Bexley Music of orchestral instruments, which is something that we will continue to do over this year.

Centre Stage is a weekly club that runs after school and on Saturdays. Productions and performances and invited to termly productions, with cross club performances also run.

### **Charging and remissions:**

All Choir clubs are free to attend, although our PTA fund the overall cost of Young Voices and the parents fund individual tickets/T-shirts should they wish.

Parents fund individual tuition, small ensembles and Centre Stage.

### **Associations/Partnerships:**

Bexley Music, Young Voices, Private Music Tuition, Centre Stage.

### **Rehearsal Space:**

We offer two rooms within the school where lessons, choirs and ensembles take place as well as space for children to rehearse if they require it.

### **Associations/Partnerships:**

Bexley Music, Young Voices, Private Music Tuition, Centre Stage.

## **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.

### **Academic Year Musical Experiences**

We work hard to celebrate music, with half termly events planned in throughout the year on a termly basis:

Autumn 1: Harvest Celebration

Autumn 2: Year 5/6 Carol service, Year 3/4 Christmas Production, Rec/Year 1/2 Christmas Production, Nursery Christmas Production and EYFS and KS1 Pantomime.

Spring 1: Young Voices Concert (Year 5 Choir) and KS2 Pantomime

Spring 2: Ensemble/individual Performances during assembly

Summer 1: Bexley Festival of Music (KS2 Choir)

Summer 2: Bexley Music Performance, Year 2 Production, Year 6 Production.

## In the future

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

Musician of the Month – this will be focus music for assemblies and the beginning of each music lesson. We will do an assembly to introduce the musician each month.

Progression 1 Music Lessons – we are currently in contact with Bexley Music to offer our children Keyboard lessons.

Fundraising – we will be undertaking fundraising to expand our music resources.

Making a connection with Rose Bruford and Bird College – we would like the students from the colleges to come in and perform to our children. We hope this will eventually lead to them undertaking workshops with our children.

### 7 features of high-quality music provision:

- Timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3 - **Currently in place**
- Access to lessons across a range of instruments, and voice – **Currently in place in KS2 but building the link with Bexley Music to develop this further in KS1.**
- A school choir or vocal ensemble – **Currently in place**
- A school ensemble, band or group – **This needs to be built in during the year with Bexley Music**
- Space for rehearsals and individual practice – **Currently in place**
- A termly school performance – **Currently in place but more of outside agencies/concerts for children to attend (Build possible links with Rose Bruford and/or Local Secondary Schools)**
- Opportunity to enjoy live performance at least once a year – **Currently in place**