

# Music development plan summary: Brough Primary School

## Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Rebecca Roberts
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	East Riding Music Hub
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.

Intent: Our musical curriculum at Brough Primary School develops learning by giving children the ability to gain knowledge and improve their own wellbeing. We promote a love of music and singing across a broadened curriculum. We have a unique music scheme, part Oak Academy-based and part written by the Music Lead, which incorporates the National Curriculum requirements and gives an integrated, practical, exploratory and child-led fun approach to musical learning. The lessons are based around: 1. Listening and Appraising 2. Singing; Playing instruments; Composition 3. Performing.

Brough Primary School children gain a good understanding of what music is through listening, singing, playing, evaluating, composing and performing, across a range of historical periods, styles, traditions, and musical genres.

Performing Arts are given real purpose with year-group performances, dance clubs, participation in regional and national competitions and concerts as well as our KS2 children being given the yearly opportunity to perform at Flybe Arena, Sheffield, as part of the nationally-acclaimed Young Voices choir. Our Performing Arts collaboration of both choirs and dance groups are given an excellent platform in which to perform at our yearly Summer Soiree, which opens up the school to families to enjoy both their children performing and a chance to appreciate the school community. Our school also has a successful Recorder Club for LKS2 pupils.

We are committed to ensuring children understand the value and importance of music to their own and others' lives through performance, as well as how music can improve wellbeing. All children have access to music regardless of their ability, race, ethnicity, background or language. SEND pupils are actively encouraged to participate as music is often an area of the curriculum which allows them to be fully included and excel, removing barriers to their learning; use of symbols and graphics, a greater emphasis on aural memory skills, encouragement to use voices expressively, physical contact with instruments and rest breaks are all examples of how SEND pupils can access the music learning in our school, bringing in equality considerations from the start of their school life, but allowing them to meet the same objectives.

There are timetabled lessons for all classes KS1-KS2 each week and for EYFS. In addition, weekly opportunities for singing (in class and in 2x whole school assemblies each week) access to musical instrument lessons and musical appreciation (2x whole school assemblies per week) (equating to approx. 1 hour per week).

The Music leader delivers KS2 music curriculum utilising subject expertise.

Whole-class musical instruments are taught in each key stage: EYFS: hand-held non-pitched percussion instruments, KS1: ocarinas, LKS2: glockenspiels and UKS2: boomwhackers.

All KS1 children have a music folder in which they can keep written work from their music lessons. All KS2 children have a music book to record their work in i.e. write rhythms, melodies, information etc. and these carry through the school, creating working documents of the childrens' progress through the school.

Assessment in KS2 is through an end of unit test.

There are opportunities to learn a musical instrument from Y3 onwards: cello, violin, guitar, clarinet, flute (delivery by East Riding Music Service peripatetic teachers).

Y3/4 onwards – can elect to learn the recorder as a lunchtime club.

Percussion instruments as part of curriculum delivery across the school.

As a whole school, the impact of a more imaginative and bespoke curriculum, written by the Music lead, has shown how music clearly progresses throughout the school. In EYFS, children become familiar with not only the feel and sounds of hand-held non-

pitched percussion instruments, but they learn the basics of rhythm and pitch through physical actions and songs, as well as singing. This is taught by the EYFS teacher.

In KS1, the children progress to recording rhythm, pitch and simple melodies through graphic notation as well as singing and performing. The children also learn their first whole-class musical instrument - the ocarina. This is taught by the KS1 teachers.

In KS2, it is the music lead that teaches music weekly to all classes in Year 3 to 6. During these years, the children progress with their knowledge of rhythm, pitch and melodies, moving from graphic notation to learning notation in the treble clef as well as time signatures. The children learn to perform using whole-class glockenspiels and boomwhackers, both accompanying music as well as creating and writing their own melodies and then playing them on the instruments.

The impact of this curriculum shows that children start at our school learning about the feel and sound of simple instruments and leave to go to secondary school being able to play class instruments and read and write their own music.

## 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.

The Music leader has re-written EYFS, KS1 and KS2 music curriculum to better meet the needs of the pupils within both straight and mixed year groups.

Peripatetic music service delivery of lessons – as identified above.

Ensembles:

guitars (support with various musical events over the year), recorders group join with Christmas and Summer events, choir – Young Voices – national/regional performance, Choir – supporting community events and links with feeder secondary school (termly concert), Summer Soiree performances

Theatre Club – singing and acting/dancing (Y5/6 pupils)

Performances – each year group annually

Performances – ad hoc in achievement assemblies

RSC associate school

Bespoke music room for practising instruments and having individual and group instrument lessons.

Outcomes/Impact: Music and the performing arts are creative areas that allow children to develop their confidence and their ability to make relationships with their peers. Through music and the performing arts, children learn resilience, determination and experience personal growth so that when they leave us at the end of Year 6 they are able to appreciate and talk about a wide range of musical genres, as well as compose simple melodies and rhythms. To this end, as a school we are confident in the knowledge that we give children not only musical theoretical knowledge, but also a widening of their understanding of music and performing, having given them opportunities to showcase their learning beyond the National Curriculum during performances in and out of school. Children are then well-equipped to further develop their creative abilities and self-expression in secondary school and later life. Music will also develop an understanding of culture and history, both in relation to students individually, but also in terms of ethnicity across the world. EYFS and KS1 use floor books and pictorial and video evidence to forge their own musical journey, which in turn allows them to revisit areas that need to be improved upon as well as areas of strength and show progress. KS2 use manuscript books as well as pictorial and video evidence, allowing for clear areas of learning to be written and also recorded.

Children will learn and use the key vocabulary that a musician would use.

Children will achieve age related expectations in music at the end of their cohort year.

Children will retain knowledge that is pertinent to music.

Children will participate in wider musical activities.

Children will have heightened awareness of musical opportunities available in and outside of school.

Children benefit from an enormously rich palette of musical genres here at Brough Primary School, which allows them to develop their own tastes and preferences as listener, composer or performer. Music gives our children a sense of achievement, self-confidence, interaction with, and awareness of others, and self-reflection.

## 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.

Singing as a whole school is part of the twice-weekly assemblies.

Singing techniques and the love of singing is taught during music lessons. The KS1 choir's singing knowledge is based on its singing and performance units and they perform at the yearly Summer Soiree.

KS2 children have opportunities to sing during assemblies, in lessons, in their year-group's musical performance play and in the KS2 choir, which sing at a termly concert at the local secondary school, as well as at local care homes at Christmas, the Summer Soiree and at Young Voices.

ERMS Peripatetic music concerts – demonstrations and concerts involving children.

School plays/musicals – each year group, each year.

Young Voices - yearly event in Sheffield, singing set songs with 5,000 other children from the North

Fusion Dance - East riding Youth Dance Platform

KS2 dance – The KS2 dance club perform at the school's Summer Soiree as well as the current Year 6 cohort, who perform a leaving dance.

Theatre club - the past year has seen the club perform The Lion King, with Mary Poppins scheduled for 2024 - 2025.

RSC – Hull Truck - Brough Primary School became an associate school of the Royal Shakespeare Company and Year 3 / 4 have been focusing on learning English through the medium of drama, acting scenes from Romeo and Juliet.

The school encourages travelling theatre clubs into school to show children how drama and music can be a vocation.

KS2 children are given the opportunity to experience live music by listening to the family concert performed by Hull Philharmonic Orchestra, due to the link through the music lead being a member of the HPO.

Listening to Male singers is part of the KS2 genres of music that is taught in class.

The children reach a concert level of performing at the activities seen above.

Children play their whole-class instrument on a weekly basis for a term (see previous answers for key stage and instrument) and these are then played when the lesson is appropriate for live instruments. The measurement of achievement is the end performance of the whole class being able to play in an ensemble, either accompanying or playing a simple piece of music together.

Music lessons provided through the peripatetic music teachers are charged but there is a subsidy in place for those pupils in receipt of FSM/PP. This is also the case for visits and trips, where a subsidy is in place.

Most 'in-school' performances, either by or to the children, are free of charge to all children. Where there is a small cost, this is subsidised for those in receipt of FSM/PP.

## In the future

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

As an additional feature to our music curriculum, we will be adding music technology introduced through Music Lab <https://musiclab.chromeexperiments.com/Experiments> for the children to experience. This will not only enhance the curriculum with a different 'take' on learning music, it will broaden the children's understanding on how music is created and sounds.

It is hoped that the Ukelele will become an UKS2 whole-class instrument to learn in the near future.

A bespoke curriculum for ERP so that those children with additional needs can access and enjoy playing instruments, learn about music and be able to play simple accompaniments as well as learn coping skills, work on their communication, cognitive, fine or gross motor skills through music and increase their ability to express how they're feeling.

A weekly singing assembly will be introduced for the children to become better equipped at ensemble singing, as well as learning the techniques of how to sing to pitch and use their voices to show dynamics and tempo.