

Music development plan summary: High Ercall Primary School

Detail	Information
Academic year that this summary covers	2024, 2025, 2026
Date this summary was published	June 2024
Date this summary will be reviewed	June 2025
Name of the school music lead	Lauren D’Angelillo
Name of school leadership team member with responsibility for music (if different)	Lauren D’Angelillo
Name of local music hub	Telford and Wrekin Music Service
Name of other music education organisation(s) (if partnership in place)	Young Voices

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

What does Music look like at High Ercall?

As stated in the 2021 Model Music Curriculum, ‘music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging’. At High Ercall, we want music to be approached with this in mind, linking with our key drivers and 5Rs: to promote positive learning through building resilience while creating opportunities for active learning and diversity. We believe that as music reflects the culture and society that we live in, so the teaching and learning of music should reflect this.

How is the curriculum for Music organised and how do we teach it?

Music is mostly taught as a discrete lesson at High Ercall. We plan on a 2 yearly rolling curriculum across the school. We plan as a whole staff and ensure that the progression of skills are built in from EYFS to Year 6. Children are taught the interlinking key concepts of technical, constructive, expressive pillars of progression.

Substantive knowledge focuses on developing children’s skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

Musical Schemes:

The Charanga scheme of work is followed from Reception to Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. Teachers can tailor the Charanga units to fit around key stage performances. They can use the 'freestyle' element of the package to provide thematic cross curricular lessons that also follow children's interests. Music lessons are broken down into half-termly units with an emphasis on musical vocabulary while allowing children to talk about pieces of music using the correct terminology. Each unit of work has an on-going musical learning focus with lessons usually following a specific learning sequence:

- Listen and Appraise
- Musical Activities (including pulse and rhythm)
- Singing and Voice
- Improvisation / Composition
- Perform and Share

Each lesson recaps prior learning through repetition of music and continues to build on this prior knowledge. Children are encouraged to re-listen to music and retrieve specific facts such as instrument use, genre and beat. This ensures a progression of knowledge and key concepts in each year group. Our school also has whole class ensemble teaching in Class 3, where children are taught 3 specific musical instruments. These lessons incorporate teaching musical notation, singing, improvisation, performing and evaluating.

Alongside our curriculum provision for music, pupils in KS2 can participate in additional 1:1 music teaching to learn a musical instrument with a peripatetic teacher. Our peripatetic music teaching is organised by the Local Education Authority. Instruments in the past have included the guitar, piano, keyboard, saxophone, and violin. Pupils that learn a musical instrument can sit examinations and perform at our carol concert, assemblies, and other events.

Performance is at the heart of musical teaching and learning and all pupils participate in a key stage performance: a nativity performance for Key Stage 1 at Christmas, Christmas carols in KS2 and an end of year performance from some of KS2 in July. Pupils also take part in Harvest assemblies, singing assemblies and pupils from reception to year 6 perform at our annual carol concert at our local church. Pupils who are confident are also encouraged to take on solo, small ensemble, and harmony performances. Parents are invited and welcomed to watch these performances, whether at school or outside of school. Our key stage 2 pupils attend a professional performance at one of our local theatres to experience how musical performance can be an engaging and fulfilling activity.

Children with SEND

Our children with any additional needs access the same high-quality teaching and learning in Music as their peers. Our curriculum is fully inclusive. They may also be supported through an Individual Provision Map with additional 1:1 music support such as listening, understanding vocabulary and knowledge as required. Where necessary a differentiated curriculum is fully planned to take into account individual needs. This is monitored by our SENDCO - Sarah Roberts - and parents are fully engaged and involved.

Examples of this include:

- Pre-teaching vocabulary such as the dimensions of music
- Providing ear-defenders when a child is sensitive to volume
- Differentiating the expectations of sheet music, eg. Using shapes instead of notations
- Offering alternative beaters to support fine motor skills

Offering a range of musical instruments, including percussion to allow each child to have a musical role.

Sequence of lessons

Lesson 1:

- Recap 'Dimensions of Music' through the Creative Apps – Musical Toolkit on Charanga.
- Review the History of Music/Musical Genres

- Listen and Appraise the unit song, reference Dimensions of Music, discuss genre and relation to Musical Timeline (The History of Music).
- Introduce the unit song by using Warm up.

Lesson 2:

- Listen and Appraise – New song in the same genre of music
- Relate to Dimensions of Music, discuss genre and relation to Musical Timeline (The History of Music), and key unit song, compare similarities and differences.
- Learn to sing key unit song.

Lesson 3:

- Listen and Appraise – New song in the same genre of music
- Relate to Dimensions of Music, discuss genre and relation to Musical Timeline (The History of Music), and key unit song, compare similarities and differences.
- Continue to sing key unit song.
- Introduce instruments – Glockenspiels
- Play instruments with the song; revisit your learning from the last step.
- Perform whole song and evaluate their performance.

Lesson 4:

- Listen and Appraise – New song in the same genre of music
- Relate to Dimensions of Music, discuss genre and relation to Musical Timeline (The History of Music), and key unit song, compare similarities and differences.
- Continue to sing key unit song.
- Introduce instruments – Glockenspiels
- Improvise with instruments with the song; revisit your learning from the last step.
- Perform whole song and evaluate their performance.

Lesson 5:

- Listen and Appraise – New song in the same genre of music
- Relate to Dimensions of Music, discuss genre and relation to Musical Timeline (The History of Music), and key unit song, compare similarities and differences.
- Continue to sing key unit song.
- Introduce instruments – Glockenspiels
- Compose using the instruments with the song; revisit your learning from the last step.
- Perform whole song and evaluate their performance.

Lesson 6:

- Listen and Appraise – New song in the same genre of music
- Relate to Dimensions of Music, discuss genre and relation to Musical Timeline (The History of Music), and key unit song, compare similarities and differences.
- Continue to sing key unit song.
- Introduce instruments – Glockenspiels
- Compose their final piece with the song; revisit your learning from the last step.
- Perform whole song and evaluate their performance.

Long Term Plan

Year A (2023-2024)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Me! (R) Recap musical dimensions, History of Music and the Musical Timeline. Harvest performance Christmas performance		Everyone (R)	Our World (R)	Y1 RRR (Y1)	
Class 2	Hey You! (Y1) Recap musical dimensions, History of Music and the Musical Timeline. Harvest performance Christmas performance		In The Groove (Y1)	I Wanna Play in a Band (Y2)	Friendship Song (Y2)	Y2 RRR (Y2)
Class 3 (Year 3/4 RRR to support)	WCET x10 sessions Recap musical dimensions, History of Music and the Musical Timeline. Harvest performance Christmas performance		Let Your Spirit Fly (Y3)	Glockenspiel Stage 1 (Y3)	Mamma Mia (Y4)	Stop! (Y4)
Class 4 (Year 4/5 RRR to support)	Lean On Me (Y4) Recap musical dimensions, History of Music and the Musical Timeline. Harvest performance Christmas performance		WCET x10 sessions		The Fresh Prince of Bel-Air (Y5)	Make You Feel My Love (Y5)
Class 5 (Year 5/6 RRR to support)	Happy (Y6) Recap musical dimensions, History of Music and the Musical Timeline. Harvest performance Christmas performance		A New Year Carol (Y6)	Classroom Jazz 2 (Y6)	WCET x10 sessions Summer performance	

Year B (2024-2025)						
	Autumn 1 Pulse and Rhythm	Autumn 2 Pitch and Tempo	Spring 1 Dynamics and Timbre	Spring 2 Texture and Structure	Summer 1 Notation	Summer 2
Class 1	My Stories (R) Recap musical dimensions, History of Music and the Musical Timeline. Harvest performance Christmas performance		Rhythm In The Way We Walk Banana Rap (Y1)	Big Bear Funk (R)	YR RRR (R)	
Class 2	Ho, Ho, Ho (Y2) Recap musical dimensions, History of Music and the Musical Timeline. Harvest performance Christmas performance		Hands, Feet, Heart (Y2)	Round and Round (Y1)	Zootime (Y2)	Your Imagination (Y1)
Class 3 (Year 3/4 RRR to support)	WCET x10 sessions Recap musical dimensions, History of Music and the Musical Timeline. Harvest performance Christmas performance		Bringing us Together (Y3)	The Dragon Song (Y3)	3 Little Birds (Y3)	Blackbird (Y4)
Class 4 (Year 4/5 RRR to support)	WCET x10 sessions Recap musical dimensions, History of Music and the Musical Timeline. Harvest performance Christmas performance		WCET x10 sessions		Dancing in the Street (Y5)	Glockenspiel Stage 2 (Y4)
Class 5 (Year 5/6 RRR to support)	You've Got A Friend (Y6) Recap musical dimensions, History of Music and the Musical Timeline. Harvest performance Christmas performance		Classroom Jazz 1 (Y5)	Music And Me (Y6)	WCET x10 sessions Summer performance	

Part B: Co-curricular music

Music Tuition

In addition to our weekly curriculum music lessons, we offer one-to-one, small-group and large-group tuition for instruments or voice. The pupils can join a range of ensembles including the school choir and peripatetic music lessons through our partnership with the Telford and Wrekin Music Service each year. Our school offers dedicated space for these lessons through the use of the Victorian Building. In addition to this, each KS2 class take part in 10 weeks of instrument lessons (which has been the Ukulele for the last two years). These whole class ensemble lessons are subsidised by the school, allowing the children to access 10 weeks of free instrument lessons each year in KS2. Our school choir (Young Voices) is included in the free afterschool club offer for disadvantaged Children.

Part C: Musical experiences

Singing Assemblies

Every other week, the children take part in whole school singing assemblies and they learn a range of songs throughout the year, depending on the seasons and festivities. For example, in the Autumn Term the children learn a range of Harvest Festival songs in preparation for their performance in the Church in October. Following this, the children learn a range of Christmas carols and songs in preparation for their performance in the church at Christmas time. In the Spring term, the Young Voices choir often share their new songs and we teach them across the whole school. During the Summer term, children often sing a range of Spring/Summer themed songs and practise any songs to support their end of year performances.

Nativities and End of Year Shows

At certain points in the year, different classes prepare for class performances. In the Autumn term, the children in Class 1 begin to learn their lines and songs for their Christmas performance. In the Summer term, Year 6's begin to develop their end of year show which includes a range of songs and performances from the children. The most recent years have included a 'talent show' aspect where the children are able to showcase their talents including singing and playing their musical instruments.

Lessons

Throughout a Charanga unit, each class continuously works towards learning a song and developing their instrument use. All children learn the Glockenspiel as a whole school instrument throughout each Charanga unit of work. This includes learning notation, improvising and composing their own pieces of music. At the end of each unit, each class works towards a half-termly performance relating to their Charanga learning.

Young voices

Each year, we have a dedicated school choir linked to the Young Voices performance. All children in Year 4, 5 and 6 are offered the opportunity to join the school Choir. They take part in a Young Voices club throughout the whole of the Autumn term (around 12 weeks) allowing the children to learn and rehearse their songs. In the following January/February, the children are invited to the Young Voices concert in which they sing their new songs as a 5000 piece choir. The children are also able to experience a range of performance by singers, musicians and dance artists. This offers the children the opportunity to take part in and enjoy a live performance in the concert.

Harvest Festival and Christmas Carols

As discussed in the Singing Assemblies section, the children prepare for different seasonal performances throughout the year. In the Autumn term, the children learn a range of Harvest songs and the parents are invited to watch this performance at the village church. Similarly, at Christmas time, the children learn a range of Christmas carols to perform in front of their parents at the village church.

Visit to Ridgway (retirement/group living housing)

Each year, the Young Voices choir visit the local retirement home to perform Christmas carols. We always receive positive feedback from both the community and the children.

Charltonbury

Each year, our local secondary school holds a 'Charltonbury' performance. Our children are offered the opportunity to perform. Children from our peripatetic music lessons often perform, including drummers, guitarists and mini school bands. The children are also able to watch a range of musical performances from other schools as well as older children from the secondary school.

Pantomime/theatre performances

Each year, all children are invited to a pantomime or theatre performance. Class 1 often go to the local theatre to watch a performance and KS1 and KS2 attend a pantomime. This allows the children to watch a performance and a range of songs performed by others. Our local secondary school also offer the opportunity for Year 5 to watch their theatre performances from their drama department. During this trip, the children are able to watch children of secondary school age perform their lines and songs in a small theatre performance.

In the future

Key development points for our school include:

- The continued development of instrument teaching at High Ercall Primary School.
- The continued development of instrument use in whole-class music lessons when using Charanga.
- The continued CPD offered to teachers through staff meetings and Charanga support sessions.
- To continue to encourage a wider range of children to access the musical instrument lessons.
- To continue to review how disadvantaged children access musical instrument lessons.
- To continue to review how SEND children access the music curriculum.
- To continue children to use musical vocabulary including the musical dimensions include melody, harmony, rhythm, dynamics, timbre, expressive techniques, musical texture, and musical form.