

Music development plan summary: Abbeys Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	October 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	J Fellowes
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Milton Keynes 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.

At Abbeys class teachers teach Music every week. This is linked to the topics they are learning. We employ a specialist music teachers to teach music lessons on the piano and guitar. We use the Music Express programme of learning. Our music progression document can be found on our website.

In Reception, children are taught to sing songs as an ensemble, make music using different tuned and untuned instruments, and move to music in appropriate ways. Children are taught skills such as matching pitch, copying rhythms and following melodies.

In KS1, children learn about the different ways they can use their voices, increasingly matching pitch and following melodies as an ensemble. They explore the different tuned and untuned instruments and how they can use these instruments to create different

effects. Children begin to understand basic notation including pitch line graphs and simple scores.

In KS2, children develop their musical understanding by learning more about musical notation. They write out short passages of music and use this to play each other's work. Through these units, they develop their knowledge of musical styles and structures including riffs, ostinato and rondo structures. They also use their voices in ensembles to create different effects including singing in multiple parts and with melody and harmony lines.

On occasion we have music specialists into school to lead music activities for pupils such as drumming, ipad beats, recorder and to cover PPA. Key information is shared with staff, including strategies to support individuals. Our music curriculum is based around the value of inclusion. Children with SEND needs are encouraged to take part and engage as much as possible with adaptations being made to provision for those that need it. One of these adaptations is a small group, led by our music teacher, comprised of 3 children with severe SEND needs. They are not able to access the music when a whole class is present, and so our staff (music teacher and the 1:1 adults) take them for their specialised music provision at a separate time.

Part B: Extra-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.

Children have been enrolled by their parents, and some have been selected (and paid for) by the school to provide them with the opportunity that they would otherwise not have had (inclusions because of pupil premium eligibility and also some Looked After Children). Currently, we have 20 children enrolled in additional music lessons.

Throughout the year, a range of after school clubs are offered to children across KS1 and 2. This year, the children in years 3-6 have had choir. Children who take up this club will have the opportunity to sing together in after school rehearsals for an hour and perform at the carol service. They will sing a range of songs in different styles and genres from different periods in time. Some will be their own choice and others selected for them.

In Reception, years 1 and 2, the children put on a winter show for parents and the school. They will learn a range of songs and dances and will perform to the school, their parents and members of the community.

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.

Throughout the year, children get the opportunity to sing every week in school, this is sometimes in class and sometimes in assembly. There is a set list of songs that are played in assembly, chosen to link to the theme of each week. Children listen to the songs of the week regularly and learn to sing along with them.

Teachers are encouraged to choose one song/ piece of music every week that is special to them or that they particularly enjoy. They then play this in their classrooms throughout the week. The aim of this is to broaden the children's experience of listening to music and expose them to songs and pieces that they may never listen to otherwise. This also encourages discussion and debate about musical styles and genres and the merits of them.

When there are additional music opportunities in the community we take them up. Our choir sing at the Frank Moran Christmas Fair, we have seen an orchestra play twice at Daisychain and the Music service have played for us in assembly. Pupils with a passion for music often play in assembly.

In the future

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

Over the next year, we are looking to expand the range of musical experiences we offer our children. As we are in an area of deprivation, we are conscious we need to provide a wide range of different musical experiences for our children so that they can enjoy and explore as much music as possible. We plan to increase the number of trips to see live music this year, including inviting musicians in to perform for our children.

Another aim for this year and the next is to develop our stock of musical instruments to include more variety and better-quality pieces.

A school priority this year is to develop community engagement with our school. We see music as an excellent opportunity for this engagement and so will be looking for opportunities to invite people in to see some of our children perform, and also take our children out to make public performances.