

# Music development plan summary: Foxbridge Primary School



## Overview

Detail	Information
Academic year that this summary covers	2024-45
Date this summary was published	September 2024
Date this summary will be reviewed	June 2025
Name of the school music lead	Amy Bott
Name of local music hub	Leicestershire Music Hub

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.

Whole-school music overview				
Year group	Unit 1	Unit 2	Unit 3	Unit 4
EARLY YEARS	Exploring Sound	Music and Movement	Transport	Big band
YEAR 1	Keeping the pulse (My favourite things)	Sound patterns (Fairy tales)	Pitch (Superheroes)	Music symbols (Under the sea)
YEAR 2	Call and response (Animals)	Instruments (Musical storytelling)	Structure (Myths and legends)	Pitch (Musical me)
YEAR 3	Ballads	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Traditional instruments and improvisation (Theme: India)
YEAR 4	Body and tuned percussion (Theme: Rainforests)	Changes in pitch, tempo and dynamics (Theme: Rivers)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)
YEAR 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Holi)
YEAR 6	Dynamics: Pitch and tempo (Theme: Fingal's Cave)	Theme and Variations (Theme: Pop art)	Baroque	Composing and performing a Leavers' Song

# Music Curriculum Intent

At Foxbridge Primary School, we are continually evaluating, improving and adding to the opportunities that our children receive during their time with us.

The whole school follows the *Kapow!* programme, which aids teachers in delivering quality, well-resourced Music lessons from EYFS all the way through to KS2.

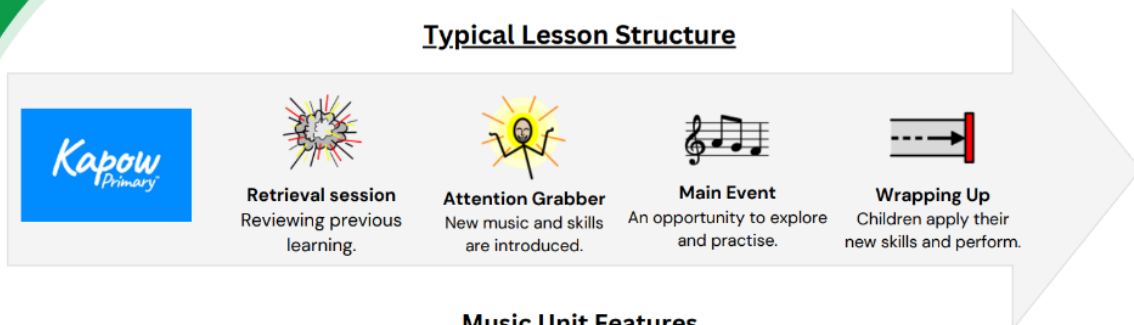
Through *Kapow*, the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory and express themselves physically and emotionally, which is through discussion and creating their own musical ideas.

This allows children to develop and build skills in listening to and appraising a wide variety of music genres, performing vocally and on tuned and untuned instruments and composing their own music.

More detailed information about our Music curriculum can be found at the end of this section of the booklet or at the bottom of the page if you are viewing the website.

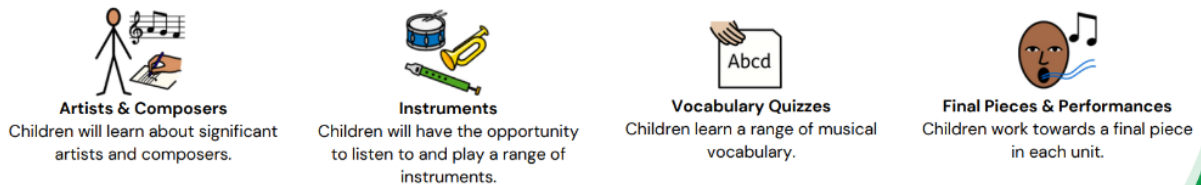
# Music Implementation

## Typical Lesson Structure



## Music Unit Features

Each Music unit will typically include...

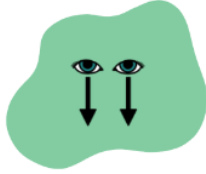


## Trips, Visits & Experiences



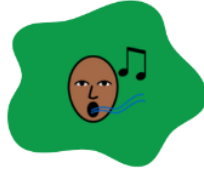
# Music Impact

To ensure that our curriculum is effectively supporting children's learning, we assess the impact of teaching and learning through:



## Observation

Teachers monitor and observe children's development of skills.



## Final Pieces and Performance

Children work towards a final piece with clear goals.



## End of Unit Quiz

Children complete quizzes on key vocabulary and knowledge to assess progress.

Subject Leaders and the Senior Leadership Team ensure that the Music curriculum is meeting its intended aims through:



## Pupil Voice

We speak to the children about their lessons and learning.



## Monitoring

Online portfolios are checked by the Music subject leader.



## Learning Walks

We visit lessons and look at Music learning.

Foxbridge Primary School follows the Kapow! condensed music curriculum. This 20-week programme follows the guidelines of the National Curriculum. It takes a spiral model approach in which key concepts are introduced, returned to and built on throughout EYFS up to Year 6. Each year group is required to teach four five-lesson units during the year. Each lesson is 1 hour long. This is supplemented by singing assemblies each week.

## Our Singing Strategy

Through singing, our children come together to enjoy communicating in varied and fun ways that build individual self-esteem, confidence, creativity and a sense of shared purpose. We see singing as important to our school community and essential to the growth, development and well-being of our children. We encourage teachers and children to sing as part of their daily routine and as a way of exploring other curriculum areas. As a school, we sing in Assemblies and for special events, such as Christmas and Harvest. Enjoyment of singing is modelled by the adults throughout the school to inspire the children.

Foundation Stage Singing is essential to children's verbal development and so every opportunity is taken for children to sing songs of welcome and short songs to fit any activity. Good singing promotes good speech, verbal processing and emotional development. We will also encourage the children to make up their own songs and to enjoy the freedom of being creative. Good quality singing means singing at a higher

pitch to suit the short vocal cords of young children. Children in Key Stage 1 will continue the above good practice and focus on developing increasing pitch, range and vocabulary in the voice in a weekly singing assemblies. This will be continued into Key Stage 2, with children becoming exposed to a greater range of music genres within singing assemblies.

## **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.

As well as the timetabled Kapow! Music lessons, children in Year 2 and 3 take part in Recorder lessons. These lessons are half an hour each. Recorders are provided for children, which are kept in school. These lessons will lead up to performances by the taught children.

## **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.

All children in the school also take part in singing assemblies every week, which last around 15 minutes each. Children take part in Christmas performances and carol concerts that heavily feature singing. There is also a music focus at the start of the mid-week assembly, where children are exposed to different composers and musical genres.

## **In the future**

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

The school is dedicated to enhancing co-curricular musical opportunities through access to music tuition in the school. The school aims to consider and implement options for music tuition by the end of 2024-25.

To ensure that all children have the opportunity to experience a live music performance during 2024-25.

To establish a school choir within 2024-25 and instigate regular rehearsals and build to a performance.

