# Music development plan summary: Harbertonford C of E Primary School

## Overview

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| Detail | Information |
| Academic year that this summary covers | 2024-25 |
| Date this summary was published | September 2024 |
| Date this summary will be reviewed | July 2025 |
| Name of the school music lead | Jemma Curtis |
| Name of school leadership team member with responsibility for music (if different) | Jack Pemberton |
| Name of local music hub | Devon 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: Our Music Curriculum

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.

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| The music curriculum at Harbertonford C of E Primary School fulfils the statutory requirements of the National Curriculum (2014). The Charanga scheme of learning is chosen to support non-specialist teachers in providing high quality, practical and engaging musical experiences. It is based on the principle that music education learning should be fun and engaging for all involved and that every child is a born musician. The spiral approach means that children revisit, build and extend their knowledge and skills incrementally. This ensures that learning is consolidated and augmented, increasing musical confidence and allowing them to go further.  Children in all year groups from nursery onwards, have access to a structured and sequenced progression of knowledge and skills.  Pupils in each class receive one hour of timetabled music lessons each week. Pupils learn to sing songs in a range of genres during lessons but also in the weekly singing assemblies. For one term each year, pupils focus on learning an instrument in whole-class ensembles. At Harbertonford, we focus on learning to play recorders, xylophones and ukuleles, and learn rhythmic patterns through djembe drums and other percussive instruments.  We use our Music Education Grant to provide additional whole-class ensemble teaching for each class every half term. |

## Part B: Further Music Tuition

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.

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| In addition to the music taught in lesson time, pupils at Harbertonford are offered the opportunity to learn lead guitar, bass guitar, drums and vocals on a one-to-one basis. From January, this offer will include piano.  Pupils in each class learn about music from different parts of the world through half-termly World Explorer Days. Musicians visit the school to support pupils in performing their pieces to parents.  Children have the chance to join a choir that brings together pupils from six small schools within our multi-academy trust, and culminates in a large performance in a nearby large town.  Pupils are encouraged to rehearse and perform during break and lunch times. They can also be directed to the SAMS (Saturday Morning Music School) which runs from the local secondary school at weekends and provides further opportunities to develop expertise in their chosen instrument. |

## 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.

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| Music is incorporated into a range of activities within the school such as classroom routines and assemblies. A dedicated weekly singing assembly is used to teach children the songs that they will perform to an audience at different points in the year.  During half term one, pupils learn and then perform songs for the harvest assembly. During half term two, they learn songs to perform at Christmas performances. In the spring term, pupils practice Easter songs to perform in church and during the summer term, all pupils learn songs that allow them to participate in an end-of-year show, led by the oldest pupils in the school.  Pupils in Years 1-6 join singing assemblies from the start of the school year with pupils in Reception joining later.  Each year, we aim to expose all pupils to a live musical experience of a professional standard such as a local concert or a musical theatre production. |

## In the future

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

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| Provide a dedicated music space on the school playground where pupils can play music through speakers from a digital device. This space will double as a rehearsal area for in-school bands which will be actively encouraged.  Create formal links with the SAMMS to provide a pathway for enthusiastic musicians to further develop their skills.  Work in partnership with local small schools to reduce the cost of live music experiences and further enrich the experiences provided for the children. |

## Further information (optional)

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