

Music Development Plan Summary: St Mary Magdalene CE Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Bethany Bower
Name of school leadership team member with responsibility for music (if different)	Bethany Bower
Name of local music hub	Nottinghamshire Music Hub
Name of other music education organisation(s) (if partnership in place)	NA

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 St Mary’s, each year group from EYFS to Y6 accesses regular music provision; this is equivalent to at least half an hour per week, however this is currently taught in blocks to allow for performance rehearsals. There are also daily singing and music appreciation opportunities through Collective Worship.

The Curriculum has been designed by school staff, supported by a Music Specialist. It is informed by the model music curriculum (March 2021). The Music Lead has planned a progressive structure so children have the following objectives in each phase of their education:

Concept	KS	What understanding and using that concept looks like
Musical Shape	EYFS	1. Discriminate between changes in pitch , recognising high and low sounds.
	KS1	1. Know what pitch means and use simple language to describe the pitch of a piece of music (e.g. high, low).
	LKS2	1. Know how to represent high and low pitch in musical notation on a staff.

<p>Pitch</p> <p>How high or low a note is.</p>	UKS2	<ol style="list-style-type: none"> 1. Know how to represent the pitch of the notes ABCDEFG on a staff. 2. Use knowledge of musical notation to interpret simple melodic patterns, chords (or harmonies) on a staff
<p>Musical Shape</p> <p>Tempo</p> <p>The pace or speed at which a section of music is played</p>	EYFS	<ol style="list-style-type: none"> 1. Discriminate between changes in tempo, recognising fast and slow pieces of music.
	KS1	<ol style="list-style-type: none"> 1. Know what tempo means and use simple language to describe the tempo of a piece of music and how it changes (e.g. slow, fast, quicker, slower).
	LKS2	<ol style="list-style-type: none"> 1. Know the meaning of accelerando and recognise this within a piece of music. 2. Know the meaning of ritardando and recognise this within a piece of music. 3. Know that a composer may use changes in tempo to create or reduce tension in a piece of music.
	UKS2	<ol style="list-style-type: none"> 1. Know the meaning of andante and how this affects the way a piece of music is played. 2. Know the meaning of allegro and how this affects the way a piece of music is played. 3. Know the meaning of adagio and how this affects the way a piece of music is played.
<p>Musical Shape</p> <p>Duration</p> <p>The length of time each note is played for.</p>	EYFS	<ol style="list-style-type: none"> 1. Discriminate between changes in duration, recognising long and short notes.
	KS1	<ol style="list-style-type: none"> 1. Know what duration means and use simple language to describe the duration of sounds within a piece of music (e.g. long, short).
	LKS2	<ol style="list-style-type: none"> 1. Know the duration of crotchets, minims and semibreves: identify these in musical notation on a staff
	UKS2	<ol style="list-style-type: none"> 1. Know the meaning of staccato and recognise when notes are played this way within a piece of music. 2. Know that a composer may use staccato to convey urgency, precision or action in a piece of music 3. Know the meaning of legato and recognise this within a piece of music. 4. Know that a composer may use legato to convey elegance, fluidity or a sense of romance in a piece of music.
<p>Musical Shape</p> <p>Timbre</p> <p>The tone or sound quality made by different instruments/</p>	EYFS	<ol style="list-style-type: none"> 1. Know that different instrument families make different sounds e.g. percussion/brass
	KS1	<ol style="list-style-type: none"> 1. Know and recognise the timbre of the 4 different instrument families: strings, brass, woodwind and percussion 2. Identify the instruments played in a simple piece of music from their timbre
	LKS2	<ol style="list-style-type: none"> 1. Describe the timbre of the 4 different instrument families: strings, brass, woodwind and percussion
	UKS2	<ol style="list-style-type: none"> 1. Compare the timbre of different instruments within the same instrument family (e.g. violin/guitar, trumpet/trombone, snare drum/symbol) and determine what effect this has on a piece of music

instrument families.		
Musical Shape Texture How layers of sound within a piece of music interact	EYFS	1. Recognise and sing along to the melody of a simple piece of music
	KS1	1. Know that the melody is the main sequence of notes in a piece of music. 2. Identify the melody in a piece of music: determine whether one or more instruments are playing the melody.
	LKS2	1. Know that a chord (or harmony) is made up of a combination of two or more unique notes at different pitches: these are recorded at different points on a staff. 2. Listen for, and recognise a chord (or harmony) in a piece of music.
	UKS2	1. Represent a chord (or harmony) on a staff.
Musical Shape Dynamics How quietly or loudly a piece, or section, of music should be played	EYFS	1. Discriminate between changes in dynamics , recognising loud and quiet sounds.
	KS1	1. Know what dynamics are: use simple language to describe the dynamics, and any changes in these, within a piece of music (e.g. loud[er], quiet[er], soft[er]).
	LKS2	1. Know the meaning of crescendo and recognise this within a piece of music. 2. Know the meaning of diminuendo and recognise this within a piece of music. 3. Know that a composer may use changes in dynamics to create moments of change, tension or reflect emotions in a piece of music.
	UKS2	1. Know the meaning of pianissimo (pp) and how this affects the way a piece of music is played. 2. Know the meaning of mezzo piano (mp) and how this affects the way a piece of music is played. 4. Know the meaning of mezzo forte (mf) and how this affects the way a piece of music is played. 5. Know the meaning of fortissimo (ff) and how this affects the way a piece of music is played.
Meaning Critically ascribe meaning to a piece of music (Listener talk)	EYFS	1. Say how a piece of music makes them feel
	KS1	1. Say how a piece of music makes them feel using simple musical shape language to give reasons why.
	LKS2	1. Say how a piece of music makes them feel using more technical language of musical shape to justify their response.
	UKS2	1. Talk about the way that peoples' experiences linked to time, place and culture affect the way a piece of music is comprehended and valued (i.e. rap music)
Composition Shaping music to represent something real or	EYFS	1. Create music (including song), using their early knowledge of musical shape, using a variety of resources and instruments.
	KS1	1. Create music (including song), using their developing knowledge of musical shape to express themselves.
	LKS2	1. Create and compose music with deliberate choices of: a. pitch : high and low notes b. tempo : accelerando, ritardando

express an emotion, mood or message		<p>c. duration: crotchets, minims and semibreves</p> <p>d. timbre: instrument families</p> <p>e. texture: includes a chord (or harmony)</p> <p>f. dynamics: crescendo, diminuendo</p> <p>2. Record their compositions using informal graphic scores</p>
(Composer talk)	UKS2	<p>1. Create and compose music with deliberate choices of:</p> <p>a. pitch: specific musical notes</p> <p>b. tempo: adante, allegro, adagio</p> <p>c. duration: legato, staccato notes</p> <p>d. timbre: specific instruments chosen for their specific timbre</p> <p>e. texture: includes a chord (or harmony)</p> <p>f. dynamics: pianissimo, mezzo piano, mezzo forte, fortissimo</p> <p>2. Record the melody of their compositions on a staff</p>
Performance	EYFS	1. Perform learned songs and improvised music to self and others
Execute a piece of music, composed by self or others.	KS1	1. Improvise and perform short pieces of music to demonstrate their understanding of specific aspects of musical shape (e.g. changes in tempo, dynamics or duration using simple instruments).
	LKS2	1. Perform their own or others' compositions, executing deliberate choices in musical shape accurately.
	UKS2	1. Perform and evaluate their own or others' compositions, executing deliberate choices in musical shape accurately and effectively.

Our Long Term Plan can be found in the Curriculum>Arts section of our website, or via the link below. This details the progressive contexts and focus music pieces through which pupils will be taught the objectives above: <https://primarysite-prod-sorted.s3.amazonaws.com/stmarymagdaleneprimary/UploadedDocument/0f0f105e-6289-4320-bcd8-eca8660a97e1/music-progression-map-2023-24-onwards.pdf>

Pupils are taught to play three instruments throughout their time at St Mary's: Steel Pan Drums in Y3, Recorder in Y4 and Traditional Drums in Y6. Pupils are taught to sing, and perform their singing in Collective worship daily, and through specific opportunities in each year group as follows:

- **YR:** Nativity Performance, Carols on the Playground
- **Y1:** Nativity Performance, Carols on the Playground
- **Y2:** Nativity Performance, Carols on the Playground
- **Y3:** Easter Performance in Church, Carols on the Playground
- **Y4:** Performance of 'Jai Ho' from Slumdog Millionaire, Christmas Performance in Church & Carols on the Playground
- **Y5:** Performance of 'Consider Yourself' from Oliver, Carols on the Playground, Harvest Performance in Church & UKS2 End of Year Performance (Ensemble)
- **Y6:** Carols on the Playground, Y6 Leavers' Service in Church & UKS2 End of Year Performance (Leads and Ensemble)

- **All children** have the opportunity to become part of the school choir and perform at young voices.

Expectations are high for all children at our school and the Music curriculum is a highly practical to support all groups of learners. Teachers support and facilitates access to the music curriculum through adaptive teaching, including adult support and adaptation of any equipment as necessary. We recognise that there is a wide range of capability across our school community. Tasks and activities are designed to allow pupils to engage at their own level. A large proportion of Music lessons involve group work, where children support each other to achieve the desired outcomes. Children with SEND are supported and any misconceptions are identified and corrected at the point of learning. More able pupils are particularly employed to support those who may find a concept more difficult. Possible barriers to learning and curricular adaptations in Music may include, but are not limited to:

Cognition and Learning	
Barriers	Provision
<p>Difficulties following or reading music.</p> <p>Retention of long pieces of music for performance</p>	<ul style="list-style-type: none"> • Support with colour coding of notes or providing the written letter to assist with music reading. • Opportunities for overlearning and repetition. • Child provided with their own music to listen to in advance of the lesson or listen to at home. • <i>NB many children with learning difficulties are able to excel in Music <u>and therefore</u> need to be aware of individual profile of need.</i>
Physical and/or Sensory	
Barriers	Provision
<p>Noise sensitivity – either through hearing aids or due to sensory processing difficulties.</p> <p>Access to the instruments</p>	<ul style="list-style-type: none"> • Child to be prompted to adjust hearing aids/radio aid if applicable. • Ear defenders for children who will find the noise level difficult. • Warning of any loud or unexpected noises (clashing symbols etc) • Access to adapted instruments (can be home-made adaptations to assist with grip etc) • Use of technological musical solutions to overcome physical barriers. • Liaison with outside agencies regarding specialist support and appropriate noise levels for hearing impaired children.

Communication and interaction	
Barriers	Provision
Learning of new vocabulary/technical vocabulary.	<ul style="list-style-type: none"> • Explicit teaching of new and technical vocabulary. • New vocabulary displayed with visual aids and demonstrations to illustrate the meaning. • Use recordings for children to demonstrate their knowledge rather than explaining <u>it</u> (for example can demonstrate and record change in volume or pitch rather than trying to explain it) • Carefully considered groupings/pairings
Social, emotional and Mental Health	
Barriers	Provision
Anxiety about new or different experiences or having to perform.	<ul style="list-style-type: none"> • Social stories and clear explanations before new experiences to explain what will happen and provide opportunities for children to ask questions. • Opportunities to share their work in different ways, (behind scenes, pre-recorded, quieter areas of school.
Difficulty regulating behaviour or coping with others who are not regulating their behaviour in a noisy/busy environment.	<ul style="list-style-type: none"> • Shared signals for stopping which are pre agreed at the start of the lesson to provide security for the child. • Visual cards for child to show that they are feeling overwhelmed.

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.

Children are able to take part in after school choir rehearsals, which work towards large performances like ‘Young Voices,’ St Mary’s Church singing performances and carol singing in the local community. This is accessible for pupils from Year 1-6. Rehearsals take place in our Hall.

There is also a Ukulele/guitar club, which is supported by the guitar teacher employed by Notts Inspire Music.

Through Notts Inspire Music we offer provision for children to learn ukulele and guitar through small group or one-to-one tuition. Pupil Premium children are subsidised to take part and signposted to this provision.

Part C: Musical Events or Performances

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.

Musical Experiences and Performances are held in high esteem at St Mary’s as these enable pupils to develop their musical skills and also provide them with confidence and enable their spiritual development. All children take part in daily singing and music appreciation through

worship. In addition, musical performances are planned for every year group, where they can showcase their musical skills. EYFS, Y1 and Y2 all perform in their Nativity plays and carols services where parents and carers form the audience. KS2 children perform at the local church and for our carols services each Christmas. Additionally, UKS2 pupils take part in the end of year performance. Pupils in the school choir take part in Young Voices (at Sheffield Arena) and raise money carol singing in the local community; these events are subsidised so all pupils are able to take part at a reduced cost. Each year, the whole school watch a pantomime at Mansfield Palace Theatre and KS2 pupils watch a musical performed by pupils at the local secondary school.

In the Future (2025-26)

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

- Music Lead to continue to attend sessions with the trusts music hub.
- Additional opportunities for musical DPE for staff.
- Increase the opportunities for musical performance across the Ashfield Singing Hub
- Further adaptation of the music curriculum to meet the needs of pupils, identified by termly pre-assessments
- Attending more performances by professional musicians and musicians in the local area
- Cross match our music curriculum with the model curriculum and identify any further areas where this can be enhanced.
- Investment in new musical instruments to further enhance the children provision and opportunities to play tuned and untuned musical instruments.

Further information (optional)