

Music development plan summary: Gainsborough Primary and Nursery school

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	11 th November 2024
Date this summary will be reviewed	November 2025
Name of the school music lead	Dominique Hitchen
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Music for life
Name of other music education organisation(s) (if partnership in place)	KAPOW

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 Gainsborough we value music because it is a powerful and unique form of communication that can change and impact the way children feel, think and act. Exposing children to music during early development helps them to learn the sounds and meanings of words.

Our music curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and like other subjects, discrete vocabulary progression also forms part of the units of work. To achieve this, we use Kapow Primary scheme which can be monitored through both formative and summative assessment opportunities. Each lesson includes guidance and support for teachers in assessing pupils against the learning objectives and at the end of each unit there is often a performance which is filmed and filed so that teachers can make summative assessment of pupils’ learning.

If children are keeping up with the curriculum, they are deemed to be making good or better progress. The impact of our music curriculum, following Kapow Primary Music scheme of work, is that children will:

Year group	Time dedicated to curriculum music teaching each week
EYFS (Reception)	All terms: 45 minutes and continuous provision
Year 1	All terms: 1 hour
Year 2	All terms: 1 hour
Year 3	All terms: 1 hour
Year 4	All terms: 1 hour
Year 5	All terms: 1 hour
Year 6	All terms: 1 hour

- Be confident performers, composers and listeners and will be able to express themselves musical at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.
- Understand the various ways in which music can be written down to support performing and composing activities
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the National Curriculum for Music.

The music curriculum at Gainsborough Primary and Nursery School takes a holistic approach to music, in which the strands of music are woven together to create engaging and enriching learning experiences:

- **Listening and evaluating** whereby children will be exposed to different genres of music from diverse periods and cultures, in order to evaluate them.
- **Creating sound** whereby children will learn how to create and control sound using their voices, tuned and untuned instruments.
- **Notation** which allows children to understand how music is communicated through various notation styles
- **Improvising and composing music** which gives children the opportunity to compose music for different purposes and improves their ability to improvise in their performances.
- **Performing** whereby children are able to perform their compositions in front of audiences of varying sizes.

Each Kapow unit of work combines each of these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Through the lessons pupils will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. Children will learn to recognise, demonstrate and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions. The Gainsborough Music curriculum, using Kapow, is a spiral curriculum so that all skills and knowledge are built upon and revisited, each year.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge. Further CPD opportunities can also be found via webinars with our music subject specialists. Kapow has been created with the understanding that many teachers do not feel confident delivering the music curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

An instrumental scheme is also delivered by our music hub, Music For Life, to Year 4 pupils and gives pupils an opportunity to learn the violins for a prolonged period, allowing them to develop technical proficiency on a single instrument. As part of their development, children will perform their musical instrument to parents and the school.

Year 1	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: keeping the pulse	Singing a sentence, keeping a steady pulse. Keeping the pulse of the music and playing sound patterns using body percussion and untuned instruments.	Performing to the class in pairs to show pulse and rhythm
Autumn 2: Tempo	Singing a short chant and song. Keeping the beat to a chant and song, using instruments	Performing to the class in pairs, demonstrating a song at varying speeds.
Spring 1: Dynamics	Using untuned percussion instruments to create seaside sounds.	Performing in pairs for the class, demonstrating seaside sounds and their corresponding symbols.
Spring 2: Sound patterns	Practising different sound patterns using instruments.	Using instruments to tell the story of the 'Three little pigs' to the class
Summer 1: Pitch	Using tuned percussion instruments to play a simple tune.	Performing superhero theme tunes as a group to the class.

Summer 2: Musical symbols	Using tuned percussion and clapping to play different symbols to represent the sea.	Performing under the sea sounds as a group to the class
Year 2	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Call and response	Using body percussion and voices to share call and response patterns.	Performing different call and response patterns in groups to the class.
Autumn 2: Instruments	Working in groups to use instruments and create music that matches a storyboard.	Working as a group to perform music to match the story of 'Jack and the Beanstalk
Spring 1: Singing	Learning to sing three folk songs and using voices and body percussion	Performing a folk song and composition as a group.
Spring 2: Contrasting dynamics	Using vocal sounds and instruments to create space soundscapes.	Performing a space soundscape and sharing space symbols as a group.
Summer 1: Structure	Using instruments to perform different sound patterns.	Performing sound patterns as a group using instruments.
Summer 2:	Using tuned percussion instruments, children read from a score and perform a song	Performing 'Once a man fell in a well' as a class using voices and instruments.
Year 3	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Ballads	Singing in time and in tune with a song and incorporating actions	Performing their own ballad in groups and incorporating actions.
Autumn 2: Creating compositions for an animation	Playing melodies and rhythms on tuned instruments which represent a section of animation	Performing a group composition to represent an animation.

Spring 1: Developing singing technique	Practising different warm ups and learning a song using a variety of different pitches.	Performing a song about the Vikings with associated actions.
Spring 2: Pentatonic melodies and composition	Practising playing a pentatonic melody	Performing a piece of music to represent the Chinese new year
Summer 1: Jazz	Experimenting with scat singing and syncopated rhythms.	Performing a jazz version of a nursery rhyme.
Summer 2: Indian music	Practising a traditional Indian song.	Performing the song 'Anile Vaa'.
Year 4	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Violins		
Autumn 2: Violins		
Spring 1: Changes in pitch, tempo and dynamics	Creating and practising vocal and percussive ostinatos	Performing different ostinatos to represent a river in groups
Spring 2: Haiku, music and performance	Creating music to compliment a Haiku, using voices and instruments	Performing music outside to celebrate Hanami
Summer 1: South America	Practising a piece of music with four layers	Performing a samba piece as a class
Summer 2: Romans	Learning to sing a song with a variety of pitches	Performing 'The Road building song' as a class
Year 5	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Composition and notation	Creating and practising a piece of music using graphic notation	Performing a composition to represent a pharaoh as a group

Autumn 2: Blues	Practising the 12 bar blues chords and accompanying bass line on instruments	Performing the 12 bar blues with improvisation in pairs
Spring 1: South and West Africa	Singing unaccompanied and incorporation movement	Performing 'Shosholozza' as a class
Spring 2: Composition to represent the festival of colour	Creating a vocal piece to represent a picture	Performing a vocal composition
Summer 1: Looping	N/A – using technology	Sharing composition
Summer 2: Musical theatre	Creating a musical theatre scene	Performing a scene as a group to create a short class musical

Year 6	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Dynamics, pitch and tempo	Creating a group composition	Performing compositions as a group based on the piece 'Fingal's cave'
Autumn 2: Songs of WW2	Singing a song with a simple harmony	Performing the 'White cliffs of Dover' as a class
Spring 1: Film music	Devising different musical ideas to represent a film	Performing compositions to represent different scenes within 'Wallace and Gromit'
Spring 2: Theme and variation	Composing a multi-layered piece of music with voices, bodies and instruments	Performing compositions in groups to create a class performance
Summer 1: Baroque	Playing instruments using graphic and staff notation (and their own notation)	Performing 'Funky fugue' as a class
Summer 2: Composing and performing a leavers' song	Creating and practising a leavers' song	Performing leavers' song in assembly

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.

At Gainsborough we believe that it is important for **all** children to be exposed to a variety of music and opportunities to learn a musical instrument, beyond the classroom lessons.

Year group	Assembly time dedicated to music learning each week	Extra curricular club opportunities available	Music tuition
EYFS: Reception	Singing assembly once a week		Rock steady band £
Year 1	Singing assembly once a week		Keyboard, guitar and ukulele lessons for children £ Rock steady band £
Year 2	Singing assembly once a week		Keyboard, guitar and ukulele lessons for children £ Rock steady band £
Year 3	Singing assembly once a week	Choir club – starting spring term. Free to all children.	Keyboard, guitar and ukulele lessons for children £ Recorder club (Spring term) Rock steady band £
Year 4	Singing assembly once a week	Choir club – starting spring term. Free to all children.	Violin lessons on Monday afternoons for the Autumn term. Free to all children. Keyboard, guitar and ukulele lessons for children £

			Recorder club (Spring term) Rock steady band £
Year 5	Singing assembly once a week	Choir club – starting spring term. Free to all children	Keyboard, guitar and ukulele lessons for children £ Recorder club (Spring term) Rock steady band £
Year 6	Singing assembly once a week	Choir club – starting spring term. Free to all children.	Keyboard, guitar and ukulele lessons for children £ Recorder club (Spring term) Rock steady band £
£ A pound sign denotes that there is a cost to parents/carers associated with this activity.			

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.

At Gainsborough, we believe that a child’s musical experience is invaluable. It allows them to fall in love with music and be exposed to a variety of instruments, genres and performances. Throughout the year, our local hubs (Love music trust and Music for life) come into school and provide the children with a whole school assembly, demonstrating how different musical instruments are played and lessons that they have to offer. Below are a range of musical experiences that each year group have the opportunity to experience.

	Autumn	Spring	Summer
EYFS: Reception	Nativity performance to parents Rock steady band parent performances	Rock steady band parent performances Theatre trip £	Rock Kidz assembly School fayre rock steady performances

Year 1	<p>Nativity performance to parents</p> <p>Keyboard, guitar and ukulele performance to parents</p> <p>Rock steady band parent performances</p>	<p>Keyboard, guitar and ukulele performance to parents</p> <p>Rock steady band parent performances</p> <p>Theatre trip £</p>	<p>Rock Kidz assembly</p> <p>School fayre rock steady performances</p>
Year 2	<p>Keyboard, guitar and ukulele performance to parents</p> <p>Rock steady band parent performances</p>	<p>Keyboard, guitar and ukulele performance to parents</p> <p>Rock steady band parent performances</p> <p>Theatre trip £</p>	<p>Rock Kidz assembly</p> <p>School fayre rock steady performances</p>
Year 3	<p>Theatre trip £</p> <p>Keyboard, guitar and ukulele performance to parents</p> <p>Rock steady band parent performances</p>	<p>Keyboard, guitar and ukulele performance to parents</p> <p>Rock steady band parent performances</p> <p>Theatre trip £</p>	<p>Crewe out Loud – Choir</p> <p>Rock Kidz assembly</p> <p>School fayre rock steady performances</p>
Year 4	<p>Theatre trip £</p> <p>Violin performance to parents</p> <p>Keyboard, guitar and ukulele performance to parents</p> <p>Rock steady band parent performances</p>	<p>Keyboard, guitar and ukulele performance to parents</p> <p>Rock steady band parent performances</p> <p>Theatre trip £</p>	<p>Crewe out Loud – Choir</p> <p>Rock Kidz assembly</p> <p>School fayre rock steady performances</p>
Year 5	<p>Theatre trip £</p> <p>Keyboard, guitar and ukulele performance to parents</p> <p>Rock steady band parent performances</p>	<p>Keyboard, guitar and ukulele performance to parents</p> <p>Rock steady band parent performances</p> <p>Theatre trip £</p>	<p>Crewe out Loud – Choir</p> <p>Rock Kidz assembly</p> <p>School fayre rock steady performances</p>

Year 6	Theatre trip £ Keyboard, guitar and ukulele performance to parents Rock steady band parent performances	Keyboard, guitar and ukulele performance to parents Rock steady band parent performances Theatre trip £	Crewe out Loud – Choir Rock Kidz assembly School fayre rock steady performances
£ A pound sign denotes that there is a cost to parents/carers associated with this activity.			

In the future

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

As a school, we intend to improve the love for music and its position in school. To do this we are going to ensure that:

- All pupils have an assembly to parents that include a musical aspect to their performance
- All children have the opportunity to learn a wider range of musical instruments, through tuition, and that they are encouraged to keep the tuition up for a long period of time.
- All children have an opportunity to see an orchestra/professional musicians perform at school.
- As a school, we develop our connections to secondary schools and arrange for children to go and watch their ensembles.
- We further develop the range of experiences that KS1 are offered

Further information (optional)

The Department for Education publishes a guide for parents and young people on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Children are introduced to a wide range of music from different time periods through ‘musician of the month’. Children listen to this as they come into assemblies and discuss in class.

Children listen and evaluate pieces of music, each term, to incorporate the history of music. Each year have a different era of music, which relate to their composer, so they experience, listen to and evaluate a wide range of music.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.