

# Music development plan summary: South Norwood Primary School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

## Overview

Detail	Information
Academic year that this summary covers	2023-24
Date this summary was published	Summer 2024
Date this summary will be reviewed	Summer 2025
Name of the school music lead	Hannah Keresey
Name of school leadership team member with responsibility for music (if different)	Vikki Coffey
Name of local music hub	Croydon Music Trust
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.

### The Music Curriculum at South Norwood Primary School

We are Musicians

Children will develop a love of music and increase their self-confidence and creativity. We will enrich pupils love of music through singing across the school as well as developing a crucial engagement with music with opportunities to compose and listen to a range of music. We explore how music is created and encourage pupils to develop their musical talents.

We teach the full National Curriculum for music. We follow the model curriculum. It is taught by a specialist music teacher who uses Music Express music scheme to cover the National Curriculum objectives. Each year group has a block of one term of music. Children are taught keyboards, ukuleles and recorders.

In teaching music we aim to:

encourage children to sing with enthusiasm, free from inhibition, from an early age

cultivate listening skills

offer pupils an opportunity to develop strengths in all appropriate areas of musical expertise

encourage children to work individually and to co-operate with others

develop self confidence in all musical activity


build on all social, cultural and spiritual development through music

develop a love and understanding of music through active involvement in performing, composing, appraising and listening.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Thinks abstractly about music and expresses this physically or verbally eg "This music sounds like floating on a boat." "This music sounds like dinosaurs." Distinguishes and describes changes in music and compares pieces of music, eg "this music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth."</p> <p>&lt; Associates genres of music with characters and stories. &lt; Accurately anticipates changes in music, eg when music is going to get faster, louder, slower.</p> <p>&lt; Discuss the music with children, invite them to describe the music and seek out their opinions and thoughts.</p> <p>&lt; Create a listening area and create a library of music that the children can choose from.</p> <p>&lt; Invite children to select music to play at certain times in the day, eg a track to play at snack time.</p> <p>&lt; Children may respond differently to how we may expect them to. Responses to music are individual, what one considers to be relaxing may not be to another. Allow and encourage children to respond individually.</p>					
1	<p>weekly singing assembly</p> <p>musician of the month</p>	<p>weekly singing assembly</p> <p>musician of the month</p>	<p>weekly singing assembly</p> <p>musician of the month</p>	<p>weekly singing assembly</p> <p>musician of the month</p>	<p>weekly singing assembly</p> <p>learn a musical instrument</p> <p>musician of the month</p>	<p>weekly singing assembly</p> <p>learn a musical instrument</p> <p>musician of the month</p> <p>End of year concert</p>
2	<p>weekly singing assembly</p> <p>musician of the month</p>	<p>weekly singing assembly</p> <p>musician of the month</p>	<p>weekly singing assembly</p> <p>learn a musical instrument</p> <p>musician of the month</p>	<p>weekly singing assembly</p> <p>learn a musical instrument</p> <p>End of term concert</p>	<p>weekly singing assembly</p> <p>musician of the month</p>	<p>weekly singing assembly</p> <p>musician of the month</p>

3	weekly singing assembly  musician of the month	weekly singing assembly  musician of the month	weekly singing assembly  learn a musical instrument  musician of the month	weekly singing assembly  learn a musical instrument  End of term concert	weekly singing assembly  musician of the month	weekly singing assembly  musician of the month
4	weekly singing assembly  learn a musical instrument  musician of the month	weekly singing assembly  learn a musical instrument  musician of the month  End of term concert	weekly singing assembly  musician of the month	weekly singing assembly  musician of the month	weekly singing assembly  musician of the month	weekly singing assembly  musician of the month
5	weekly singing assembly  learn a musical instrument	weekly singing assembly  learn a musical instrument  musician of the month  End of term concert	weekly singing assembly  musician of the month	weekly singing assembly  musician of the month	weekly singing assembly  musician of the month	weekly singing assembly  musician of the month
6	weekly singing assembly  musician of the month	weekly singing assembly  musician of the month	weekly singing assembly  musician of the month	weekly singing assembly  musician of the month	weekly singing assembly  learn a musical instrument  musician of the month	weekly singing assembly  learn a musical instrument  musician of the month  End of year concert

### example plan

Date	WALT	Quiz	Warm up	Independent	Plenary & Evidence to collect
	Getting to know you lesson & introduce MoftheM	What music do you like?	I love my socks	Design a sock that represents you	Sing the sock song with the children's examples Note behaviours for learning
	Recognise and respond to pulse (E pulse lesson2)	Who is MoftheM	Zum Gali Gali	<p>Explain we are going to try and clap the pulse of a piece of music called "Bim Bum" - play the video once for the children to watch and then sit them in a circle and ask them to copy the actions the birds do during the song.</p> <p>(10 mins) Play the example clips of instruments (video) and ask children to respond using their body movements to the sounds. Introduce the word "staccato" that means short detached sounds - e.g strings played on a violin. Ask children to repeat the word. Ask children if they can hear any sounds that are staccato?</p> <p>(15 mins) Put children into pairs and ask them to create movements to perform together responding to the song from MoftheM</p>	<p>Play tempo game: (pulse on a drum at different tempi, use vocab in Italian and english)</p>  <p>What did we learn about different types of music and sounds today? How does the way we move our body change when the sound changes? Why?</p>
	Understand the difference between rhythm and pulse (E rhythm lesson1)	What is pulse	Joe Button Factory (diff bet r & p is clear)	<p>Ask the children what they think is the <b>difference between the rhythm and the beat/pulse?</b> Do the "the beat stays the same but the rhythm changes with the words" rhyme (clap the pulse when singing "the beat stays the same" then clap the syllables when singing "the rhythm changes with the words"</p> <p>Perform the "Rain on the green grass" poem demonstrating the pulse then the rhythm. Add in percussion instruments rather than using tapping the second time.</p> <p>(10 mins) Play Queen, We Will Rock You and ask one group to tap their fingers to the pulse, one group to clap their hands to the pulse, one group to stamp their feet to the pulse and one</p>	<p>What is the difference between rhythm and pulse?</p> <p>What songs by MotM have we listened to this term?</p>

## 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.

**Music tuition at South Norwood Primary School** (Summer 2024) – Summary of co-curricular music inc. piano, vocal, KS2 choir.

A choir has run all year - they have performed at events such as the summer fair and christmas evening meal.

A children have piano lessons with a peripatetic music teacher.

Total of 100% pupils taking part in co-curricular music lessons

## Part C: Musical 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.

**Every year group has performed to the school and their parents**

EYFS - nativity to parents

Year 1- end of term concert to school and parents, nativity to parents

Year 2 - end of term concert to school and parents, nativity to parents

Year 3 - end of term concert to school and parents, carols in St Mark's church to parents

Year 4 - end of term concert to school and parents, carols in St Mark's church to parents.

Year 4 attended a subsidised trip to Matlia the musical in London.

Year 5 - end of term concert to school and parents, carols in St Mark's church to parents.

Year 5 have attended musical showcases at local secondary school and Fairfield halls in Croydon.

Year 6 - end of term production to school and parents, carols in St Mark's church to parents

## In the future

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

### **7 features of high-quality music provision:**

- There will be no specialist music teacher in 24-25. A new scheme will be purchased and training delivered for staff to ensure that they are teaching a timetabled curriculum of music of at least one hour each week of the school year for key stages 1 to 2.

- Through the weekly music lessons there will be access to lessons across a range of instruments, and voice. Weekly singing assembly will continue on Tuesday mornings.
- A school choir runs as a club after school once a week. Young voices?
- A school ensemble, band or group – not in place for 24-25. Plan to use budget in 25-26 to offer more free places for instrumental teaching so this can be achieved.
- A space for rehearsals and individual practice – Currently in place
- A termly school performance – Currently in place for all year groups throughout the year.
- An opportunity to enjoy live performance at least once a year – Currently in place

## South Norwood Primary School - Action Plan (2023-24) Music

To embed Music scheme consistently across the school	<ul style="list-style-type: none"> <li>• To continue to monitor music lessons to ensure that the scheme is being delivered correctly.</li> </ul>	- Lesson plans matching the scheme.			Instruments	Weekly drop ins to music lessons.
To develop staff skills, subject knowledge and staff confidence in teaching music.  To ensure progress for all children in music from their starting points.	To continue to ensure that staff know what the next genre/ musician is ahead of time.  To check lesson plans and medium term plans by <u>music</u> specialist to ensure that the progression of skills is evident.	Assemblies being played each month. Musician of the month displays up. <u>Teachers to play</u> music from the musician of the month/ genre.			Musician of the month posters.  Musician of the month assemblies.	Pop in to classes <u>on day</u> that assembly is to be played/ gather photo evidence.
To ensure any gap between BAR and AAR closes	To liaise with <u>specialist teacher</u> to discuss the gaps between the groups and what we can do to address these.	Plan to be put in place of how to address the gaps.	As each new year group <u>start</u> music lessons.			