

## Music development plan 2024-2025



This summary sets out how the Federation of Ripley, Beckwithshaw and Kettlesing deliver high-quality music provision in the following areas:

- curriculum music
- extra-curricular music
- musical experiences

It reflects our music provision across the federation for the given school year and plans for subsequent years. It also refers to existing partnership with music hubs and other music education organisations that support the school with music provision. 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.

### Overview

| Detail   | Information  |
|--|--|
| Academic year that this summary covers   | 2024-2025  |
| Date this summary was published  | July 2024  |
| Date this summary will be reviewed   | July 2025  |
| Name of the school music lead  | Mrs Katy Lyne  |
| Name of school leadership team member with responsibility for music (if different) | Miss Victoria Kirkman  |
| Name of local music hub  | North Yorkshire Music Hub  |
| Name of other music education organisation(s) (if partnership in place)            | North Yorkshire Music Service<br>QE Outreach programme<br>Red Kite (ITTs and ECTs) |

## **Curriculum music**

Music is timetabled for 1 hour a week at our schools and it is taught from Reception to Year 6, informed by the Kapow Music Scheme but enhanced by our music for pleasure offer, extra-curricular opportunities and the musical experiences we provide.

Timetabling: All children from Reception to Year 6 engage in music lessons and experiences, following our long-term plan and music for pleasure plan. Music is timetabled for an hour each week during Autumn 1, following the Kapow Primary scheme with the focus in Autumn 2 shifting to a musical production/choir concert experience as outlined in our music for pleasure plan and visit to or from a live performer. Spring/Summer term involves children completing further Kapow units and from Year 3, following the progressive instrumental scheme, prior to community productions/performances at the end of the Summer term.

## **Intent**

- To help children develop a life-long love of music
- To focus on developing the skills, knowledge and understanding that children need to become confident performers, composers and listeners
- To introduce children to music from around the world and across generations in order to teach them to respect and appreciate the music of all traditions and communities

## **Implementation**

In music lessons, children will develop and improve their singing skills and learn how to play both tuned and untuned instruments, improvising and composing music alongside listening and responding to it. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down.

The strands below are woven together to create engaging and enriching learning experiences...

- Performing
- Listening
- Composing
- History of music
- Inter-related dimensions of music

Over the course of their lessons in music, throughout their time in school, children will be taught to sing fluently and expressively as well as playing instruments accurately and with control. They will learn the names of the inter-related dimensions of music- pitch, duration, tempo, timbre, structure, texture and dynamics and use these creatively in their own improvisations and compositions.

The Kapow Primary Scheme follows a spiral curriculum model where previous knowledge and skills are returned to and built upon. Children progress in terms of tackling more complex tasks and doing the simple tasks better as well as developing knowledge and understanding of the history of music, staff and other musical notations and the inter-related dimensions of music stated above.

### **Music for pleasure**

Our 'music for pleasure' plan supports and guides teachers to ensure that music is thoroughly enjoyed throughout the children's primary years and that they have opportunities to apply their skills to performances and compositions that they become involved in. Lessons are 'hands on' and incorporate music and dance elements, as well as making cross curricular links where possible. Lessons incorporate a range of teaching strategies from independent tasks as well as group and paired experiences- opportunities for improvisation and teacher-led performances.

### **Impact**

The impact of this is that children become confident performers, composers and listeners who are able to express themselves musically. They will meet or exceed the end of Key Stage Two expectations outlined in the National Curriculum for music and they will respect and appreciate a wide range of musical styles, knowing more and understanding more. Children will understand ways in which music can be written down to support performances and composition work. They will identify their own musical preferences and be able to discuss these.

### **Partnerships**

Our partnerships include the North Yorkshire Music Hub where we have access to resources to support our curriculum offer and also the North Yorkshire Music service who come into our schools to offer music lessons to our children. Our ITT and ECT partnership is with Red Kite Teaching Hub where our mentors can work alongside music specialists and gain new ideas to further develop music provision.

## How we support children with SEND in Music

All children can achieve at their own level in music. Children with SEND are encouraged to explore how the music of a variety of genres, and from different cultures, makes them feel, and they express this through the means most suitable to their differing needs. They are encouraged to make music using tuned and untuned instruments that reflect their understanding and appreciation of a variety of stimuli that are adapted where needed.

### **What amendments are made to the subject in order to help children who need targeted support to achieve?**

- Extra time to repeat listening to stimulus music, to form opinions, to experiment with tuned and untuned instrument
- Visual and multisensory prompts for musical terminology, instruments names, composers and other 'fact' based learning
- fostering a can-do attitude, particularly with regards to performance, and support to express how the music makes them feel
- A spiral curriculum (revisit and revise) - At the start of the lesson, children will be revisiting the vocabulary and key facts learnt (five fantastic facts) as part of our retrieval curriculum. This will give children with SEND more time and opportunities to understand the concepts and vital knowledge they need to access the learning.
- Visual word maps - where appropriate, we will create a visual word mat for children with SEND
- Adaptive teaching as in other subject areas

### Assessment

It is important that knowledge and understanding as well as skills are assessed in music. Alongside assessing the skills of listening, performing, composing and improvising, we also need to capture pupils' understanding and knowledge of the history of music, staff and notation as well as the inter related dimensions. Skills can progress in terms of tackling more complex tasks but also with doing simple tasks better. We use quizzes to assess knowledge alongside videos of our children over time, composing and performing with recordings of verbal feedback where necessary. Additionally, the children can show their music appreciation and knowledge and understanding through half termly shorter written pieces of work. Key 'pre-prepared' questions within our scheme of work help with formative assessments alongside observations of our children during practical assignments.

## Extra-curricular music

We have many opportunities for pupils to sing and play music outside of lesson times so that they can make progress in music beyond the core curriculum:

Beckwithshaw choir    Kettlesingers    Ripley choir

Federation Choir for Royal Hall and Harrogate concert

Opportunities to sing with Ripon Cathedral choir following auditions with Dr Krippner

Beckwithshaw Flute Stars and recorder club

Annual sponsored sing and community event

North Yorkshire music lessons-one to one or group tuition offered (charge involved)

Children can enter the speech and drama festival in Harrogate annually. Where feasible, we signpost our parents to these opportunities via our newsletter and support the children in school.

Many of our children attend music and dance lessons and/or drama groups within our local area (charge involved)

| Area Covered | Current Provision Questions   | Comments  | Who's responsible   | Areas To Develop  | Resources Required                                 |
|--------------|---|---|---|---|--|
| Singing      | <ul style="list-style-type: none"> <li>What singing happens in the school day?</li> </ul> | <p>Daily singing in worship/assembly with songs purposely matched to the school value or theme.</p> <p>History of music- As children come into worship/assembly, they listen to music from a range of composers from different historical periods of music</p> <p>Singing as part of mental health and well being or within other lessons</p> | <p>KL (Music lead) and CH (RE lead)</p> <p>Class teachers</p> | <p>Consider showing history of music timeline visually in assembly/worship hall for daily reference</p> | <p>BBC ten pieces online<br/>Sing Up resources</p> |

| Area Covered | Current Provision Questions   | Comments  | Who's responsible   | Areas To Develop  | Resources Required   |
|--------------|---|---|---|---|--|
|              | <ul style="list-style-type: none"> <li>How are they accompanied? (Piano, backing tracks)</li> </ul> | Backing tracks, Sing up models or children/teacher as instrumentalists  | All staff leading assembly or teaching music in class               | Monitoring of music assembly across schools                                       | Kapow music resources<br>Active Pick and Mix via North Yorkshire Sing Up resources |
|              | <ul style="list-style-type: none"> <li>Are choirs offered?</li> </ul>                               | <p>All three schools have choirs and we come together as a larger federation choir regularly for events<br/>7<sup>th</sup> Dec 2024-Royal Hall Christmas concert<br/>Friday 13<sup>th</sup> Dec-Kettlesing carols by candlelight<br/>27<sup>th</sup> June 2025-Royal Hall concert for fed choir</p> <p>Annually, the choir master, Dr Krippner from Ripon Cathedral comes in to school and the children can audition to be part of the singing group beyond school</p>  | <p>KL, AB and CH</p> <p>Lucy Brown (Kettlesingers for festival)</p> | Continue seizing opportunities for choir performances and federation music making | Kapow music resources<br>Active Pick and Mix via North Yorkshire Sing Up resources |
|              | <ul style="list-style-type: none"> <li>Can all children access choirs?</li> </ul>                   | Yes-see above   |   |   |  |
|              | <ul style="list-style-type: none"> <li>Performance opportunities in-school and out?</li> </ul>      | <p>Children use their performing skills in the Harvest service, and Christmas carol concert/play. The children have regular opportunities to listen to live performances involving music e.g. pantomime visit/theatre show/community musician<br/>Children apply their performing skills at the annual Royal Hall performance and the Harrogate Christmas choir event. The children share either their class compositions or knowledge of music history work with another class in school or the federation.</p> <p>Children use their performing skills in the summer production or summer music assembly (Music from around the world), using the content from the whole class instrumental lessons and solo/group volunteers- community link</p> | <p>VK, EF and KL, CH</p> <p>Class teachers</p>                      | The federation are leading on Royal Hall event next year                          |  |

| Area Covered     | Current Provision Questions   | Comments  | Who's responsible | Areas To Develop   | Resources Required |
|------------------|---|---|-------------------|--|--------------------|
|                  |   | Y6 compose songs for leaving alongside their teachers<br><br>Children regularly sing to the community in our celebration assemblies and in the annual sponsored sing event  |                   |  |                    |
| <b>Ensembles</b> | <ul style="list-style-type: none"> <li>What ensembles are available to children?</li> </ul> | Beckwithshaw Flute Stars<br><br>Queen Ethelburga's outreach...<br><br>The children from Ripley and Beckwithshaw went to a Samba Drumming workshop, offered free of charge and inclusive for all Year 4-6 pupils as part of their outreach programme. This also included free transport to get there and it perfectly complemented their curriculum composition work and gave children the chance to play as part of the samba ensemble. | VK, EF, KL, HL    | Guitar group<br><br>Recorders at all schools<br><br>Ensemble in schools<br><br>Signposting to community ensembles<br><br>More outreach opportunities involving music with QE |                    |

### **Musical experiences**

We organise musical events and opportunities for our children to give them musical experiences such as singing in assembly, shows and trips to professional concerts.

- Whole school music assembly experiences linked to curriculum themes e.g. World War music led by Year 6
- Composer studies and musical appreciation work within and beyond the curriculum
- Live performances from parents/carers/community members who are musicians as well as teachers
- Music during celebration assemblies – opportunities for solos, singing groups and whole school performances
- Trip to the pantomime as a federation (whole school)
- Church events such as 'Opening up Christmas' and 'Opening up Easter' (both Key Stages)

### **In the future**

- Further fundraising in order to ensure all three schools in our federation have Chrome books so that they can make use of more online applications to support their music education
- Develop further links with local secondary schools
- Increase the number of children who have lessons with North Yorkshire Music service so that capacity for an 'in school' ensemble increases

### **Further information for parents and carers**

[Music education: information for parents and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/topics/music-education)

<https://northyorkshiremusichub.co.uk/>

<https://northyorkshiremusichub.co.uk/request-lessons-with-the-music-service/>

<https://harrogatemusiccentre.org.uk/>