

Music development plan summary: Alveley Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Mrs Faith Dyche
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	The Music Partnership (Shropshire, Telford, Staffordshire and Stoke) Music Service
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.

At Alveley we aim to teach music for 1 hour per week in KS1 and 2 and more often in Early Years. Our curriculum is informed by the model music curriculum published by the DfE in March 2021. Music curriculum for Alveley Primary School is published on our [school website](#). This includes our long-term plan and progression document, showing the identified key knowledge and skills that are taught and built upon along with the music development plan. Our Music curriculum begins in EYFS, with areas from the EYFS Framework specifically identified and taught. More information on how we embed music in our EYFS curriculum can be found [here](#).

Music lessons are adapted from the KAPOW scheme of work taught by the teacher. Our curriculum incorporates performing, listening and composing (with history of music being added in KS2) skill strands. Running through every aspect of music are the

'inter-related dimensions of music'- sometimes called the 'elements of music'. They are pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notation. These are woven throughout the skill strands.

Our curriculum is adapted for a 2-year rolling programme, ensuring nothing is taught out of sequence. Our music curriculum is accessible to all pupils, including those with special educational needs, with no interventions during these sessions. Further information can be found [here](#).

We work alongside the local Music hub which serves Shropshire, Staffordshire, Telford and Stoke. The music hub support the subject lead to complete a yearly audit and through this identify the actions for school improvement. The music hub offer CPD for staff. Pupils across every KS2 year group have the opportunity to learn to play the ukelele, taught by a specialist teacher from the Shropshire Music Service.

Current actions for 2024/25 include:

- Listening to and appraising a range of music in assemblies.
- Embed singing assembly every week for 20 minutes.
- Composing and improving skills.
- Include a range of instruments within music lessons.
- Completing an audit of musical equipment.

Part B: Extra-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.

Through the Shropshire Music Service, pupils have had the opportunity to learn instruments outside of regular lessons. These have been the saxophone and piano. These additional music lessons have taken place both during lunch time and after school. We hold school performances of music throughout the year, including the Harvest Festival and Christmas Play. This is in front of an audience of both parents/ carers and representatives from the local community. At school events, such as the summer fayre, outside musicians have performed live, for pupils to watch and enjoy.

We have a hall which is suitable for performances which we can fit the whole school in. We have a laptop, a sound system and a projector. We record performance so that they are able to be shown later and shared with parents and carers.

Current actions for 2024/25 include:

- Increase opportunities for peripatetic lessons.
- Peripatetic teachers will visit the school to showcase their instruments and encourage pupils to sign up to individual/ group lessons.

- Increase contact with local groups (Alveley Village Band).

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.

We have begun dedicated singing assembly on a Wednesday which is led by Mrs Dyche. We usually sing a mix of songs suitable for the children's range. This year we are hosting a Christmas "Alveley's Got Talent" show to allow children to showcase singing and other talents.

We have Christmas nativity performances which are song based in the autumn term which the whole school take part in at the church. Upper Key Stage 2 hold a musical performance in the summer term. Last year we performed a wonderful version of 'The Wrong Way Round' which was enjoyed by our whole school community with songs from that performance also being sung during the leavers assembly.

Music is often played at particular times in the school day to provide a calming atmosphere (beginning and the end of assemblies, during registration)

- Harvest Festival includes songs from each class.
- Shropshire Music Service ukelele lessons to continue hopefully in Spring 2025.

In the future

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

- A priority for school is looking at ways of increasing pupils' exposure to live music, including looking at opportunities to attend concerts or work with local community groups for them to come into school to perform.
- Increase the opportunities for peripatetic music lessons in school, with a wider range of instruments offered.
- Raise the profile of music by offering after school clubs or lunchtime, initially around making music with boomwhackers.
- Engage with outside providers, such as 'iRock', to offer additional sessions to pupils.