

Music development plan summary: Whimble 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 | July 2025 |
| Name of the school music lead | Hannah Clarke |
| Name of school leadership team member with responsibility for music (if different) | Carole Shilston |
| Name of local music hub | Devon and Torbay Music Hub |
| Name of other music education organisation(s) (if partnership in place) | N/A |

Part A: Curriculum music

The Music Curriculum at Whimble

We implement the Charanga Model Music Scheme throughout the school, aligning with the requirements set by the National Curriculum (2014). This curriculum aims to ensure that all pupils:

- Engage in performing, listening to, reviewing, and evaluating music from various historical periods, genres, styles, and traditions, including works by renowned composers and musicians.

- Develop their singing abilities, learn to use their voices creatively, compose music both individually and collaboratively, have the chance to learn a musical instrument and progress toward higher levels of musical proficiency.
- Gain an understanding of how music is created, produced, and communicated, including exploring the interrelated elements of pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

Our primary goal is to foster a belief in children that they are inherently musical, nurturing a lifelong love for music. The curriculum is designed with clear sequencing and progression.

Music is explored through key dimensions such as performing, listening, composing, and understanding the history of music. We emphasise building the skills, knowledge, and understanding necessary for pupils to become confident performers, composers, and listeners. Pupils develop musical skills in singing, playing both tuned and untuned instruments, improvising, composing, and responding to music.

The Charanga Model Music Scheme is structured as a spiral curriculum, based on these key principles:

- **Cyclical Learning:** Pupils revisit the same skills and knowledge repeatedly throughout their primary school years.
- **Depth of Understanding:** Each revisit allows for a deeper exploration of skills or knowledge.
- **Building on Prior Knowledge:** Returning to skills allows pupils to build upon what they have previously learned, rather than starting from scratch.

Our curriculum introduces children to music from various cultures and historical contexts, encouraging them to discuss, appreciate and respect the music of different traditions and communities. Pupils learn musical notation and composition on their musical journey.

Body percussion and vocal sound performances are also included in the curriculum, helping pupils grasp musical elements without the complexity of instruments. In music lessons, children enhance their descriptive skills by understanding how music can convey emotions and feelings.

Implementation

In alignment with the National Curriculum, we ensure that the progression of knowledge and skills is developed systematically throughout the school. We have adopted the Charanga Model Music Scheme to guarantee that pupils receive high-quality music

lessons throughout the year, with one unit covered per half-term. Music is taught as a standalone subject, typically in 45-minute lessons. Our approach combines regular weekly sessions with focused days and events dedicated to music. Following a scheme ensures we take a comprehensive approach, intertwining the following key areas to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- Music history
- The interrelated dimensions of music

Each unit integrates these strands within a cross-curricular theme designed to spark pupils' curiosity and encourage a passionate exploration of music.

Charanga offers a classroom-based, participatory, and inclusive method for learning music. Throughout the program, pupils actively engage in using and developing their singing voices, utilising body percussion and whole-body movements, and learning to handle and play classroom instruments effectively to create and express both their own and others' music. Through a mix of whole-class, group, and individual activities, pupils have opportunities to explore sounds, listen attentively, compose, and perform.

During music lessons, pupils are introduced to music-specific vocabulary within a meaningful context. The elements of music are taught so that pupils can discuss music using its language, and understand how it is created, performed, appreciated, and analysed. They will learn to identify and name the interrelated dimensions of music—pitch, duration, tempo, timbre, structure, texture, and dynamics—and apply these expressively in their own improvisations and compositions.

Pupils are provided with time to practise and then apply their skills individually, but also have opportunities to collaborate with others in pairs and groups during composition activities.

Throughout a unit, lessons will cover performance, composition, listening tasks, and at times the giving and receiving of constructive feedback. Each session typically involves whole-class activities, with opportunities for some paired or group work.

Charanga's Model Music scheme is designed for skills to be revisited and reinforced. The plans and resources are structured to build on existing knowledge while introducing new challenges. Children progress by tackling more complex tasks, improving their execution of simpler tasks, and expanding their understanding of music history, staff and other musical notations, as well as the interrelated dimensions of music.

Whole Class Ensemble Teaching

We have a set of glockenspiels and also order in whole class instrument sets from Devon and Torbay Music Hub on a termly basis, which are used in Lower Key Stage 2 (LKS2), Key Stage 1 (KS1), and the Early Years Foundation Stage (EYFS) as part of their music lessons and to provide variety over time.

Part B: Co-curricular music

1. At Whimble, we provide a range of small group instrument tuition opportunities, covering a variety of instruments such as guitar, keyboard, drums and voice coaching. While these sessions are typically funded by parents, we offer financial support for Pupil Premium and SEND students to ensure that all children have access to music tuition.
2. We have a choir that is open to students of all abilities. Participation is voluntary and usually funded by parents. We offer financial support for Pupil Premium and SEND students to ensure that all children have access to musical opportunities. The choir meets weekly after school and performs at school and federation events.
3. Additionally, we are able to assist students in applying for instrument loans through the Devon and Torbay Music Hub.
4. All students participate in weekly singing assemblies and have the opportunity to perform regularly to an audience at least once each term.

Part C: Musical experiences

All students are given regular opportunities to engage in musical performances. These events include:

- Harvest Time
- Christmas Show
- School Carol Service
- Federation Carol Concert
- Annual Wassail
- BSO for primary schools annual event
- Showdown (Dance Performance)
- Easter Time
- Summer Show
- Celebration and Music Assemblies

Additionally, Key Stage 2 students attend and participate in the annual Bournemouth Symphony Orchestra concert for schools, held at the University of Exeter's Great Hall and the Mix Music Festival at Bridwell Park, Uffculme.

Students are exposed to a diverse range of musical genres, both within classroom settings, and during whole school assemblies.

In the future

In order to develop our music offer at Whimple, we plan to:

- **Enhance Musical Engagement with Feeder Secondary Schools:** Identify and pursue opportunities to collaborate with feeder secondary schools to support smooth transitions and continuity in music education.
- **Increase Live Music Opportunities for our Youngest Students:** Provide more occasions for younger students to both observe and engage with live music performances.
- **Expand Instrument Tuition Offerings:** Broaden the range of instrument tuition available to students to enrich their musical education.
- **Establish a School Band:** Initiate and develop a school band to foster playing skills and group musical performance.
- **Integrate Instrumental Use in Whole Class Teaching:** Further incorporate the use of musical instruments in whole class teaching throughout the school to enhance learning experiences.
- **Invest in resources:** Acquire additional musical resources or replace damaged resources so pupils have access to good quality instruments.