

Music development plan summary: Forest View 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	2024 - 2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Grace Stevens
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	The Music Works

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, extra 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.

Children at Forest View have access to a Music curriculum that promotes enjoyment from musical activities based upon the termly topic. Music is taught in relation to the topic with four/five high-quality hour lessons taught per half term. Singing assemblies take place weekly where the children learn popular songs as well as traditional assembly songs linked to seasons and time of year.

We have created our Music end points which set out provisions for each year group in a sequential curriculum running from EYFS to UKS2. These points have been created using the Music Model Curriculum (2021) and highlight our musical vocabulary developments through each key stage.

Throughout the key stages the focus is on vocal skills, developing an understanding of music and providing plenty of opportunities for experience. During EYFS and Key Stage One, children learn to explore music and sounds through listening, replicating and improvisation. Moving into Key Stage Two, the children get more of an opportunity to play an instrument, compose and use technology.

Within each music session there will be the following elements:

1. A clear Learning Objective with focused Success Criteria (linked to our end points) which is used by both the teacher and the children to assess the lesson's work;
2. A recap or introduction starter which addresses prior learning or a musical game, such as Don't Clap This One Back, Follow My Finger, etc);
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work;
4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt. Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism (linked to end points).

At least part of each music session involves whole class activities with the opportunity for group work and/or solo work. One of our main objectives is revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge.

At Forest View, we recognise that there are children of widely different musical abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Adaptive teaching;

- Setting open-ended tasks which could have a variety of responses;
- Grouping children in mixed ability groups/pairs
- Providing various resources;
- Using classroom assistants to support the work of individuals or groups of children SEND - We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

Immediate feedback from teachers and an opportunity to evaluate work, allows children to measure their own success in music. They are able to do this through live, peer feedback and also reflecting on their recorded pieces which are uploaded on Seesaw for parents/guardians, classmates and teachers to see. At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the Music Model and Endpoints. This is then recorded on the endpoints for teachers to assess and use appropriately the following year.

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.

This year, Years 5 and 6 will get the opportunity to have music tuition to learn the violin with Gloucestershire Music. There will also be an opportunity for children who show a keen interest to learn violins on a 1 to 1 basis or in our Violin Club which is held in our school hall.

Each year, children have the opportunity to sing as part of a choir. Children have opportunities to go into the community to share their performances. Special performances are held throughout the year to showcase the children's singing and learning, for example, Harvest assembly, Christmas performances and many more. In previous years, we have also attended 'Voice in a Million'.

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.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes as individual key stages, which occur during the school year and contribute to the overall planning and time allocation for music.

Across all key stages, children have a range of opportunities to experience live musical theatre performances (Panto), pianists, and various other local musicians as well as taking part in musical performances, such as nativities, Christmas carols, termly performances, Harvest performances and UKS2 Summer performances.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE (dance). Visitors are also used to enhance the music curriculum where appropriate.

In the future

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

In the future, we will continue to update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.

Continue to plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery.

Support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert (Voice in a Million).

Collaborate with secondary schools by looking for opportunities to share and view work and engage in workshops.

Invite local artists in to share the work and inspire children to explore their musical talent.

Further information (optional)

As a school, we strive to present our children with ample opportunities. We wish to continue this in our planning to allow children exposure to a diverse range of genres and events (both live and recorded).

Within this, as a staff, we will need to continue to develop our CPD to ensure high quality teaching.