

Music development plan summary: St Paul's CE Academy

Overview

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	September 2024
Date this summary will be reviewed	July 2024
Name of the school music lead	Merryn Watson
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Create Music East Sussex
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.

Music at St Paul's incorporates:

- listening and appraising
- history and context of music
- instrumental teaching
- improvisation
- composition
- performing
- evaluating

Teaching and learning opportunities:

- EYFS: weekly 30 minute 'Singing and Signing' music sessions with Early Years music specialist Corin Pennington. 30 minute weekly singing practise with Merryn Watson.
- Year 1, 2, 3 and 6: Specialist 30 minute music lessons provided on a rotation basis for each year group by Merryn Watson, which also form part of class teachers' music CPD. Each year group currently receive three short terms of music with Merryn per year. These sessions will cover the composing and technical and practical elements of the curriculum. 30 minute singing practise weekly throughout the year.
- Year 4: weekly 30 minute recorder lessons as a whole class from Merryn Watson, for the full year. 30 minute weekly singing practise with Merryn.
- Year 5: weekly 30 minute whole class ukulele lessons with Merryn Watson for the full year. 30 minute weekly singing practise with Merryn.

- Pupils develop an understanding of the timeline of music and the music of famous composers through listening opportunities in assemblies and class.
- Pupils develop an understanding of music from other countries and cultures through listening to carefully selected pieces in assemblies and in class.
- Music listening and appraising lessons planned, organised and led by teachers in year groups to facilitate discussion and comparison of musical genres, styles and historical context using appropriate musical terminology.

Provision for Children with Special Educational Needs or Disabilities (SEND) and Disadvantaged Children

All pupils, whatever their ability, are provided with a broad and balanced range of musical experiences. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and the work done within music takes into account the targets set for pupils in their classroom provision maps. If necessary physical adaptations are made to allow children with physical disabilities to access instrumental teaching.

The Subject Leaders for Music are responsible for supporting staff in providing for Special Needs and H.L.P. children, and for resourcing for all abilities. Work in music is appropriately differentiated to allow all children to achieve, and to access skill progression at an appropriate level. Expectations for attainment are always high.

Higher Learning Potential (HLP)

At St Paul's we aim to extend the talents of all pupils with Higher Learning Potential (HLP) in music. This will include children as identified by school staff, their parents and instrumental teachers.

Opportunities for extension:

- through classroom provision which gives additional stretch and challenge
- opportunities for HLP pupils to be included in special workshops and interschool projects
- after school clubs
- special parts eg solos in school performances, more challenging material to play during concerts.

Equal Opportunities

Music is an excellent platform for the exploration of cultural diversity through the exposure to and study of music from different cultures, contexts and time periods. Staff are encouraged to take full advantage of such opportunities, and to help children examine differences and similarities. All resource material used is challenged for equality of representation, and all activities assessed for equality of impact.

Nursery 2	Exploring sounds with untuned instruments	Singing Nursery Rhymes	Adding sounds to familiar rhymes	Exploring sounds with tuned instruments	Adding sounds to familiar rhymes	Simple action songs
Nursery 3/4	Exploring sounds with untuned instruments	Singing Nursery Rhymes	Adding sounds to familiar rhymes	Exploring sounds with tuned instruments	Adding sounds to familiar rhymes	Simple action songs
Reception	Pulse - Keeping a beat with body parts eg stamping, clapping	Singing action songs Nativity	Adding sound effects to a well-known story	Loud and quiet	Composing using topic words in a 4 frame Tapping rhythm on percussion.	Singing End of year sing song to parents.
Year 1	(Merryn) Pulse- steady beat Pulse- respond to music, repeated patterns Rhythm- copy, word chants Listening and responding to musical pieces:	Nativity Listening and responding to musical pieces: The Nutcracker (Tchaikovsky), Toy Symphony (Mozart)	(Merryn) Singing as a group Pitch- high and low, singing games, pitch matching Listening and responding to musical pieces: Thunder and Tempest, Descent from An	Rhythm- Perform patterns in time with a steady beat Listening and responding to musical pieces: Music for the Royal Fireworks (Handl) Dance of the Knights (Prokofiev)	(Merryn) Musical stories/journeys eg walking along a beach Listening and responding to musical pieces: Sittin' On The Dock of the Bay (Otis Redding) vs. Sitting On the Dock	Singing: Call and Response songs Listening and responding to musical pieces: The Wellerman (Nathan Evans) also by the OldTime Sailors, live at Goat Ledge in Hastings on Youtube

	<p>Our House (Madness)</p> <p>No Place Like (Kerry Andrew, BBC Ten Pieces)</p>		<p>Alpine Symphony (Richard Strauss)</p> <p>Here Comes the Sun (The Beatles)</p>		<p>of the Bay (Mongo Santamaria)</p>	
Year 2	<p>(Merryn)</p> <p>Composing chants and rhythms as a whole class and in small groups.</p> <p>Listening and responding to musical pieces:</p> <p>Vegetables (The Beach Boys)</p> <p>Banana Boat Song (Harry Belafonte)</p>	<p>Singing as a group</p> <p>Nativity</p> <p>Listening and responding to musical pieces: 5th Symphony (Beethoven)/A 5th of Beethoven (Walter Murphy)</p> <p>Fur Elise (Beethoven)/First verse of I Know I Can (Nas) FIRST VERSE</p>	<p>(Merryn)</p> <p>Graphic Notation - composing group using untuned percussion composition and recording it.</p> <p>Listening and responding to musical pieces: https://www.youtube.com/watch?v=HXKVwrWWQa8</p> <p>Traditional Brunei folk song</p>	<p>Listening and responding to musical pieces:</p> <p>London is the Place For Me (Lord Kitchener)</p> <p>Streets of London (Ralph McTell)</p>	<p>(Merryn)</p> <p>Create music to stimulus - pictures of Antarctica</p> <p>Musical conversations</p> <p>Listening and responding to musical pieces:</p> <p>Flight of the Bumblebee (Rimsky-Korsakov)</p> <p>Mo Matchi (Song of the Bees) - Bangladeshi traditional</p>	<p>Listening and responding to musical pieces:</p>

		<p>ONLY!!!! Inappropriate lyrics in second verse.</p> <p>Dance of the Knights (Prokofiev)/Party Like a Russian (Robbie Williams)</p> <p>Pavane (Faure)/beginning of Little Me (Little Mix)</p>				
Year 3	<p>Listening and responding to musical pieces:</p> <p>Deep Down in Florida (Muddy Waters)</p> <p>Clambake (Elvis Presley)</p>	<p>(Merryn)</p> <p>Rhythm- Reading stick notation</p> <p>Create 3 notes patterns, (CDE), write notation and perform</p> <p>Listening and responding to musical pieces:</p> <p>In The Days of the Caveman (Crash Test</p>	<p>Listening and responding to musical pieces:</p> <p>Maori music - Haka</p> <p>Royals (Loude)</p>	<p>(Merryn)</p> <p>Untuned percussion - creating groups pieces and recording</p> <p>Listening and responding to musical pieces:</p> <p>The Egyptian March (Strauss)</p> <p>Nami Nami (Odo</p>	<p>Listening and responding to musical pieces:</p> <p>Mas Que Nada (Sergio Mendes)</p> <p>Sahela Re (Kishori Amonkar)</p>	<p>(Merryn)</p> <p>Singing in a round/simple part songs</p> <p>Listening and responding to musical pieces:</p> <p>Anglo-Saxon Lyre music:</p> <p>https://www.youtube.com/watch?v=iWFOoKwSdtM</p>

		Dummies) No One Knows (Queens of the Stone Age)		Ensemble)		
Year 4	Recorders Staff/rhythm notation Listening and responding to musical pieces: Somewhere Only We Know (Keane) Liane Carroll (any songs)	Recorders Christingle Listening and responding to musical pieces: The Planets (Holst) Mars vs Jupiter, comparison	Recorders Listening and responding to musical pieces: What a Wonderful World (Louis Armstrong) For the Beauty of the Earth (Rutter)	Recorders Listening and responding to musical pieces: O Virtus Sapientiae (Von Bingen) Jolene (Dolly Parton) vs Jolene (Bardcore)	Recorders - composing own short pieces Listening and responding to musical pieces: Orinoco Flow (Enya) Sastanaqqam (Tinariwen)	Recorders Recorder Performance Listening and responding to musical pieces: We'll Meet Again (Vera Lynn) Swing music/dancing https://www.youtube.com/watch?v=mHANNkKBSNU

Year 5	<p>Ukulele</p> <p>Listening and responding to musical pieces:</p> <p>La Cathedrale Engloutie (Debussy)</p>	<p>Ukulele</p> <p>Listening and responding to musical pieces:</p> <p>Ride of the Valkyries (Wagner)</p> <p>Floki Appears to Kill Athelstan (from The Vikings TV series)</p>	<p>Ukulele</p> <p>Listening and responding to musical pieces:</p> <p>Dancing on the Edge of a Volcano</p> <p>https://www.youtube.com/watch?v=NLismjNrX_o</p> <p>Volcano (Jimmy Buffet)</p>	<p>Ukulele</p> <p>Listening and responding to musical pieces:</p> <p>Sweet Child o' Mine (Guns 'n' Roses)</p> <p>Father and Son (Cat Stevens)</p>	<p>Ukulele - songwriting</p> <p>Listening and responding to musical pieces:</p> <p>Hall of the Mountain King (Grieg)</p> <p>Ain't No Mountain High Enough (Marvin Gaye and Tammi Terrell)</p>	<p>Ukulele</p> <p>Ukulele Performance</p> <p>Listening and responding to musical pieces:</p> <p>George Collins (Sam Lee)</p> <p>Wild and Wicked Youth (The Furrow Collective)</p>
Year 6	<p>(Merryn)</p> <p>Creating rhythms/untuned</p>	<p>Listening and responding to musical pieces:</p>	<p>(Merryn)</p> <p>Pentatonic melodies on tuned instruments - composition of</p>	<p>Pitch- creating a chord</p>	<p>Listening and responding to musical pieces</p>	<p>(Merryn)</p> <p>Singing in two part</p>

	<p>percussion</p> <p>Listening and responding to musical pieces;</p> <p>Big Yellow Taxi (Joni Mitchell)</p> <p>Feels Like Summer (Childish Gambino)</p>	<p>Cupid (Sam Cooke)</p> <p>Venus (Bananarama)</p>	<p>piece and second harmony part.</p> <p>Listening and responding to musical pieces:</p> <p>Salt Peanuts (Charlie Parker/Dizzy Gillespie)</p>	<p>Listening and responding to musical pieces:</p> <p>West African music</p>		<p>harmony</p> <p>Leaver's Service</p> <p>Listening and responding to musical pieces</p>
Listening	History of Music - Weekly Composer in assembly	History of Music - Weekly Composer in assembly	History of Music - Weekly Composer in assembly	History of Music - Weekly Composer in assembly	History of Music - Weekly Composer in assembly	History of Music - Weekly Composer in assembly

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.

- An increasing number of pupils take extracurricular instrument lessons on instruments such as guitar, drums, keyboard, cello or violin, provided by Create Music Hub teachers. They are provided with a room for lessons in school, either 1:1 or in small groups. Lessons costs are detailed below:

Activity Fees per Term:

- Group Tuition: £110
- Individual 20-minute lesson: £163
- Individual 30-minute lesson: £245
- EHCP 20-minute Individual Lessons: £163

Young Musicians Bursary Scheme

Create Music will continue to support access to lessons for families on low incomes by offering a discount of 25% on group lessons. Our school also partially funds disadvantaged pupils from our Pupil Premium fund:

60% Contribution towards Group Lessons School Pays £66 and parent pays £16.50.

Children have the opportunity to perform a "showcase" of their instrument each year in assembly to encourage other children to take up and instrument.

- KS2 choir every Monday after school for years 4, 5, and 6 led by Merryn Watson. The club is free and open to all. Children have the opportunity to compete in the Hastings Music Festival and the Junior Choir Competition at the White Rock Theatre. They also perform in the East Sussex Create Music Hub Christmas event "One Voice" at the De La Warr Pavilion in Bexhill and the national school choir event "Young Voices" at the O2 in London. In school events include the school Christmas fair, the Christmas service, the Easter Service, the Summer Fair and a Summer choir concert to parents.
- KS1 choir every Thursday after school for years 1 and 2 run by retired local music specialist Sheila Brazier. The club is free and open to all. Children have the opportunity to perform in assembly and to parents.
- Year 5 drumming club after school on Fridays, run by local drumming expert Julian Humphries. The club is funded by a grant and is free to pupils. Children have the opportunity to perform at the White Rock Theatre as well as at the school Summer Fair. Children are encouraged to compose as a group and learn basic Samba and African rhythms.

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.

Opportunities to Perform

- Harvest Festival for parents - KS2 singing and choir performance
- Easter service at the Church - KS2 singing and choir performance
- EYFS Nativity - singing and basic instruments
- EYFS "Singing and Signing" performances to parents twice per year. Singing and rhythmic performance.
- Key Stage 1 Christmas Nativity - singing and basic instruments.
- Key Stage 2 Christmas Church Service - KS2 singing and choir performance. Performances using other instruments eg ukuleles, violins, handbells, percussion.
- Year 4 Christingle Service - Year 4 singing
- Year 4 Recorder performance - performance to parents of learned pieces and compositions by children.
- Year 5 Ukulele performance - performance to parents of learned songs, singing and playing, as well as extra tuned and untuned percussion accompaniment.
- Year 5 drumming performance
- Year 6 Leavers' Church Service - year 6 singing
- Year 6 Leavers' Assembly to parents - year 6 singing
- Assemblies to showcase private individual instrumental teaching eg violin, cello, guitar
- Bi-annual Key Stage 2 show at the White Rock Theatre, Hastings where each class and year group performs their own number as part of a themed show. The show takes place in the evening and parents buy tickets to the event.

In the future

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

- Increasing lesson time for years 1,2,3 and 6 from 30 minutes every other term to 30 mins every term. This will combine with the weekly singing assembly to make 1 hour per week for every child.
- Start an after school instrumental club for years 4-6. Children would not need their own instrument but could utilise the school's instrument stock eg ukuleles, glockenspiels, drums, xylophones, recorders.
- Organise trips to see live music at local theatres. One possibility would be the Hastings International Piano Festival which does offer school tickets to afternoon events.

Further information (optional)