

Music development plan summary: St Lawrence C of E 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	Joanna Todd
Name of school leadership team member with responsibility for music (if different)	Joanna Todd
Name of local music hub	Warwickshire
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.

Our whole school music curriculum provides our children with the chance to enjoy music, giving all children access to a high-quality musical education. We aim to demonstrate to our children that music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging.

Year 1

- Year 1 follow units from the Singup scheme of work. In addition to this, they have opportunities to sing in assemblies and to perform during the annual year 1 and 2 nativity musical. Instrumental lessons give further opportunities for children to develop musically.

	• Unit 1	• Unit 2	• Unit 3
• Au- tumn Term	<ul style="list-style-type: none"> Menu Song Performing as a group Play/clap on the beat. Participate in call-and-response songs show the shape of the pitch moving with actions Listen and move in time to the song. Key Vocabulary/concepts: call and response, echo, beat, rest, rhythm 	<ul style="list-style-type: none"> Colonel Hathi’s march (film music, march music) Compose a march Respond to music through movement. Describe the features of a march using music vocabulary Key Vocabulary/concepts: low and high pitch, a march 	<ul style="list-style-type: none"> Magical musical aquarium (classical music) Experiment with sounds (timbre) Use graphic symbols. Sing in unison Play percussion instruments Listen to ‘Aquarium’, reflecting the character of the music through movement. Vocabulary/key concepts: soft/loud, fast/slow,
• Spring Term	<ul style="list-style-type: none"> Football Compose word patterns and melodies Chant rhythmically, marking rests. 	<ul style="list-style-type: none"> ‘Dawn’ from Sea interludes (20th century classical) Use actions to show beat. 	<ul style="list-style-type: none"> Musical conversations Compose musical sound effects Improvise using percussion

	<ul style="list-style-type: none"> • Play a simple ostinato • Tap a beat and clap the rhythm of words • Vocabulary/key concepts: pitched/un-pitched instruments, steady beat, chant, ostinato 	<ul style="list-style-type: none"> • Listen actively; responding to music • Create a musical movement picture. • Vocabulary/key concepts: Orchestra, names for instruments (flute, harp, violin, viola, clarinet) 	<ul style="list-style-type: none"> • Create, interpret, and perform from simple graphic scores. • Vocabulary/key concepts: Compose, improvise, tuned and un-tuned percussion, graphic score
<ul style="list-style-type: none"> • Summer Term 	<ul style="list-style-type: none"> • Nautilus (Contemporary music) • Using movement to show features of music including beat. • Create art work in response to a piece of music • Vocabulary/key concepts: pitch, tempo, duration 	<ul style="list-style-type: none"> • Cat and Mouse • Listen and copy rhythms. • Create rhythmic patterns • Listen and respond to music - Rossini's Cat Duet and Aaron Copland 'Cat and Mouse'. • Vocabulary/key concepts: musical mood, dynamics (loud/quiet), pitch (high/low), duration (long/short) 	<ul style="list-style-type: none"> • Come Dance with me • Create musical phrases • Sing and play call and response sections • Vocabulary/key concepts: call and response, solo/unison, verse and chorus

- **Year 2**
- Year 2 follow units from the Singup scheme of work. In addition to this, they have opportunities to sing in assemblies and to perform during the annual year 1 and 2 nativity musical. Instrumental lessons give further opportunities for children to develop musically.

	• Unit 1	• Unit 2	• Unit 3
<ul style="list-style-type: none"> • Autumn Term 	<ul style="list-style-type: none"> • Tony Chestnut • Develop internal 'metronome' when singing • Improvise rhythms • Recognise and play echoing phrases by ear • Vocabulary/key concepts: steady beat/pulse, melody, echo, improvise, minor third (cuckoo) 	<ul style="list-style-type: none"> • Carnival of the Animals (classical) • Listen and respond to music, identifying mood and features • Talk about music using musical vocabulary • Vocabulary/key concepts: Instrument names/families (strings including cello, piano, glockenspiel); pitch (high/low) duration (long/short notes), dynamics (forte/piano), articulation (legato/staccato) 	<ul style="list-style-type: none"> • Birdsong • Invent and combine simple patterns • Follow signals given by a conductor/leader. • Improvise solos • Vocabulary/key concepts: conduct, compose, improvise
<ul style="list-style-type: none"> • Spring Term 	<ul style="list-style-type: none"> • Grandma Rap 	<ul style="list-style-type: none"> • Orawa (20th century classical) 	<ul style="list-style-type: none"> • Trains

	<ul style="list-style-type: none"> • Compose 4-beat patterns using crotchets, quavers and rests • Chant using crotchets, quavers and rests over a steady beat. • Vocabulary/key concepts: crotchet, quaver, rest 	<ul style="list-style-type: none"> • Improvise, compose and perform • Listen and appraise, with focus and attention to detail, recalling sounds and patterns. • Identify and describe musical features and comment on the effect. • Vocabulary/key concepts: repetition, motif, coda, string instruments 	<ul style="list-style-type: none"> • Begin to understand rhythm notation. • Create a whole-class composition. • Perform changes in tempo & dynamics • Follow signals from a conductor. • Listen to and discuss music inspired by travel/vehicles. • Vocabulary/key concepts: diminuendo, crescendo, accelerando, ritenu- to
<ul style="list-style-type: none"> • Summer Term 	<ul style="list-style-type: none"> • Swing along with Shostakovich (20th C classical) • Identify 2 and 3 time (waltz and march), moving in time with each • Create patterns in 2 and 3 time • Vocabulary/key concepts: beat, waltz (triple time), march (double time) 	<ul style="list-style-type: none"> • Charlie Chaplin • Compose a soundtrack to a clip of a silent film. Understand and use notes of different duration, pitch and dynamics • Vocabulary/key concepts: pitch, dynamics, duration, soundtrack, compose 	<ul style="list-style-type: none"> • Tanczymy labada (traditional music - Poland) • Develop internal metronome • Listen and sing Polish music • Understand the role of traditional music • Play an accompaniment and invent a 4-beat body percussion pattern. • Vocabulary/key concepts: accompaniment, traditional/folk music
<ul style="list-style-type: none"> • Year 3 • Year 3 follow units from the Singup scheme of work. In addition to this, they have opportunities to sing in assemblies and to perform during the annual year 3 and 4 musical. Instrumental lessons give further opportunities for children to develop musically. 			
	<ul style="list-style-type: none"> • Unit 1 	<ul style="list-style-type: none"> • Unit 2 	<ul style="list-style-type: none"> • Unit 3

<ul style="list-style-type: none"> • Autumn Term 	<ul style="list-style-type: none"> • I've been to Harlem • Compose an ostinato. • Sing a call-and-response song • Play accompaniments to a song. • Identify where notes go down and up. • Vocabulary/key concepts: Accompaniment, ostinato, pentatonic, unison, round 	<ul style="list-style-type: none"> • Boat Songs (Scottish and Bengali folk music) • Listen to and sing music from different traditions • Compare music, using appropriate music terminology • Vocabulary/key concepts: folk/tradition music, time signature (3/4 and 4/4), melody/harmony 	<ul style="list-style-type: none"> • Sound Symmetry • Explore symmetry of pitch and melody • Compose a song based on a symmetrical pattern. • Vocabulary/key concepts: symmetry - ternary form (ABA), pitch, melody
<ul style="list-style-type: none"> • Spring Term 	<ul style="list-style-type: none"> • Latin Dance (Cuban Salsa) • Compose a 4-beat rhythm pattern. • Sing syncopated rhythms • Move in time to the beat • Identify musical features • Vocabulary/key concepts: syncopation, verse/chorus, different instruments 	<ul style="list-style-type: none"> • March from the Nutcracker (Classical) • Responding to musical themes through movement. • Understand the structure of rondo form (A-B-A-C-A) • Vocabulary/key concepts: classical music, ballet, rondo form, staccato 	<ul style="list-style-type: none"> • Y3/4 Class production • Developing singing, performance skills
<ul style="list-style-type: none"> • Summer Term 	<ul style="list-style-type: none"> • From a Railway Carriage • Create word-based pieces of music • Listen and compare how different composers have approached creating word-based compositions • Vocabulary/key concepts: collaboration, unison, layers, fugue, round 	<ul style="list-style-type: none"> • Just three notes (minimalist music) • Invent simple patterns using rhythms and notes C-D-E. • Notate, read, follow and create a 'score'. Recognise and copy rhythms and pitches • Vocabulary/key concepts: crotchet, quaver, semi-quaver, rest, ostinato, time signature 	<ul style="list-style-type: none"> • Samba • Body percussion • Feel the beat and move in time • Identify features of samba and its role in Brazilian culture • Vocabulary/key concepts: Instruments of samba, batucada, beat/rhythm

- **Year 4**
- **Whole Class Brass:**
- A year-long programme of instrumental teaching led by a specialist music teacher from Warwickshire Music Hub. Coverage includes the following areas of the curriculum:
- playing and performing musical instruments with increasing accuracy, fluency, control and expression
- Improvising and composing music
- using and understanding staff and other musical notations

- In the spring term, year 4 have additional opportunities to perform in the Year 3 and 4 musical.
- They have opportunities to sing in assemblies.
- Instrumental lessons give further opportunities for children to develop musically.

- **Year 5**
- Year 5 follow units from the Singup scheme of work. In addition to this, they have opportunities to sing in assemblies and to perform during the annual year 5 and 6 musical. Instrumental lessons give further opportunities for children to develop musically.

	• Unit 1	• Unit 2	• Unit 3
• Autumn Term	<ul style="list-style-type: none"> • Sea Shanties • Compose and notate rhythmic patterns • Sing a sea shanty, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms • Keep the beat • Describe musical features • Vocabulary/ Key Concepts: 4/4, crotchet, quavers, semi-quavers. Major/minor chords 	<ul style="list-style-type: none"> • Why we Sing (Gospel) • Sing Gospel style music • Recognise instruments and voices. • identify key elements of Gospel • Talk about music using appropriate music vocabulary • Vocabulary/ Key Concepts: legato, glissando, crescendo, unison/parts 	<ul style="list-style-type: none"> • Songwriting • Improvise and compose • Listen and appraise, identifying the structure of songs • Vocabulary/ Key Concepts: verse, chorus, bridge, intro, outro, chords, melody, accompaniment, lyrics
• Spring Term	<ul style="list-style-type: none"> • Madina Tun Nabi (Islamic music) • Improvise freely over a drone • Sing rounds and 2 part songs keeping the beat • Play a drone and chords to accompany singing. 	<ul style="list-style-type: none"> • Building a Groove • Show understanding of how a drum pattern, bass line and riff fit together to create a groove. • Identify drum patterns, basslines, and riffs and play them using body 	<ul style="list-style-type: none"> • Epoca (Tango) • Develop listening skills and an understanding of how different instrumental parts interact (texture) • Demonstrate an understanding of the history of Argentine Tango.

	<ul style="list-style-type: none"> Listen and copy back simple rhythmic and melodic patterns. Vocabulary/ Key Concepts: drone, melody, octave, key signature (G and D), tone, semitone, microtone 	<p>percussion and voices.</p> <ul style="list-style-type: none"> Vocabulary/ Key Concepts: groove, bassline, off beat, riff, legato/staccato 	<ul style="list-style-type: none"> Vocabulary/ Key Concepts: Tango/neotango, texture, staccato, legato
<ul style="list-style-type: none"> Summer Term 	<ul style="list-style-type: none"> Empress of the Pagodas (Ravel) Develop familiarity with a range of music, recognising how music tells a story or creates atmosphere. Compose and notate a piece in ternary form manipulating dynamics and tempo . Compose Vocabulary/ Key Concepts: pentatonic scale, ternary, dynamics, tempo 	<ul style="list-style-type: none"> Kisne Banaaya (India/Pakistan) Compose a simple accompaniment Create and perform their own class arrangement. Sing in a 4-part round accompanied with a pitched ostinato Vocabulary/ Key Concepts: a cappella, unison, accompaniment, melody, harmony 	<ul style="list-style-type: none"> Year 5/6 class production Developing singing and performance skills

- Year 6**
- Warwickshire Sings Programme:**
- A year-long programme of music teaching run by a specialist vocal teacher from Warwickshire Music Hub. Coverage includes the following areas of the curriculum:
- Singing a range of musical styles, developing fluency, control and expression
- Singing in unison, as a round and in parts
- Improvising and composing music, including composing rhythmic sequences, sung patterns and lyrics.
- use and understand staff and other musical notations.
- In the spring term, year 4 have additional opportunities to perform in the Year 5 and 6 musical.
- They have opportunities to sing in assemblies.
- Instrumental lessons give further opportunities for children to develop musically.

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.

At St Lawrence we have a number of additional opportunities for pupils to partake in music. We have a range of music teachers who come into school to deliver 1:1 and small groups sessions which are primarily funded by parents but these can be supported for children who receive PP. We also apply to the Napton Music Festival for grants to support pupils learning an instrument within school.

The current offer for 1:1 and small group sessions are:

Piano
Clarinet
Flute
Recorder
Saxophone
Drums
Guitar
Violin
Cello
Brass

We also have two ensemble groups for recorder and flute that meet once a week each which is led by one of the private music teachers.

We have a school orchestra which aims to showcase the talents of our musicians in a group setting, with upwards of 30 children taking part which is led by an in-house music teacher and is often accompanied by other members of staff who also play. Orchestra has two rehearsals a week, which both last approximately 30 minutes.

During the week we have a hymn practice which is led by two teachers, and this is accompanied by the school orchestra. During that practice, the whole school sings together, with emphasis on creating a sound together – it is a taught session with the whole school learning about breath work, enunciation, projection and volume.

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 aim to have professional musicians come to perform for the children. We will have at least one assembly for strings during the Autumn term.
- Children sing in assembly twice a week which is accompanied by our school orchestra.
- During Friday assemblies there is an opportunity for musicians to perform in small groups or solo to the school and parents.
- There are termly performances:
Autumn Term – Reception, Year 1 and Year 2
Spring Term – Year 3 and Year 4
Summer Term – Year 5 and Year 6
- Each year there is a brass performance by year 4 to show case what they have learnt.
- There is the summer music concert during which children perform to the parent body – this is a large event which often over half the school taking part.
- There are regular church services for Harvest, Remembrance, Christingle, Christmas, Easter and Leavers during which the children sing and the orchestra play.
- Orchestra take part in community events such as “Nosh and Natter” where they play for a local group of community members.

In the future

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

- In the future we would like to be able to support music further by having a school choir.
- We need to increase the number of music stands within the school as our orchestra and the number of different instruments being played has increased.
- Introduce another whole class instrumental session on an annual basis to enhance provision.