

# Music development plan summary: Broom Leys Primary School

## Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	March 2025
Date this summary will be reviewed	September 2025
Name of the school music lead	Mrs R Goldring
Name of school leadership team member with responsibility for music (if different)	Natalie Yeomans/Hayley Barnard
Name of local music hub	Leicestershire

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 Broom Leys Primary School, we promote and support music as an entitlement for all children. We encourage the enjoyment of, and a positive attitude towards music, and facilitate the acquisition of knowledge, skills and understanding in singing, performing, composing, improvising and listening, through a carefully designed curriculum which builds on prior knowledge and skills and is influenced by the [model music curriculum](#). We value and encourage creativity, provide opportunities to explore music of different times, places and cultures, provide all children with the opportunity to learn a musical instrument during their time at Broom Leys and develop their singing skills through regular singing opportunities. We also recognise ways in which technology may be both incorporated into, and developed by, the music curriculum and used to enhance musical understanding.

Our intent is that children will leave Broom Leys...

- with a love of music;

- with an awareness and appreciation of a wide range of music from different times, genres and cultures, enriched through personal experience;
  - with the skills and confidence to compose and perform music individually and with others, using voices and instruments and applying their understanding of pulse, rhythm, pitch, timbre, dynamics, texture, melody, harmony and notation;
  - with the skills to listen to and evaluate music critically using appropriate terminology;
  - with an awareness of how music can be used to express and communicate.
- Across each school year, children will have opportunities to perform (sing and play), compose, listen to and analyse music.
  - Children will develop an understanding of the inter-related dimensions of music and develop the ability to use this understanding in their practical music making in increasingly complex ways.
  - Children will develop musical and technical skills (see **Skills and Knowledge Expectations grid**) through a wide variety of stimulating activities and resources.
  - Children will be taught appropriate musical vocabulary and be encouraged to use it.
  - All children will have the opportunity to perform their own compositions within class.
  - Children will regularly listen to and evaluate their own work, as well as the work of others.
  - In composition work, children will be encouraged to be creative and imaginative and to respect the contributions that other children make.
  - Children will develop knowledge of music of different times, places and cultures through listening & analysing, singing & playing, composing and using instruments from a variety of musical traditions

## **Implementation**

### **EYFS**

Music for children in the Early Years meets the requirements of the EYFS Statutory Framework (revised Jan 2024) and follows the guidance in the revised version of Development Matters 2023.

Through the area of Expressive Arts and Design, children are encouraged to chant and sing a range of nursery rhymes and simple songs in time to a pulse and with increasing control of vocal pitch. They listen, move and dance to a variety of music and begin to echo and perform simple rhythms. They have the opportunity to explore and identify sounds made in different ways, play percussion instruments, and use sounds creatively to accompany stories and compose simple music in response to a variety of stimuli.

See **EYFS scheme of work**.

Medium Term Plans and short-term planning for each year group are guided by the National Curriculum Programmes of Study, the Model Music Curriculum, the school's **Skills and Knowledge Expectations grid** (Progression Map) and the school's **Curriculum Map for Music**.

The plans ensure continuity and progression throughout the school and a range of resources are used to support planning and implementation. Resources include Music Express in EYFS and KS1, and plans produced by the music lead.

Where required, adaptations are made to ensure full access and inclusion for all.

Classes in KS 1 have a weekly 30 - 45-minute lesson; in KS 2, lessons are between 45 mins and 1 hour (except Yr 3 which is 30 mins per week (WCIT) with additional termly composition projects). In addition to this, there is a 20-minute whole school singing assembly each week plus 20 mins of Double Year group singing every fortnight. Many children in Yrs 4-6 have additional continuer recorder lessons or instrumental teaching. Music skills and understanding are also developed through dance projects in P.E. in every year group, and children listen to a wide range of music from different times and cultures in the whole school singing assembly – with opportunities for follow up activities back in the classroom.

Children in Year 3 have recorder tuition provided by an external tutor as part of the **WCIT** (Whole Class Instrumental Teaching) initiative. This is funded by school and lasts for the whole year. Lessons incorporate other aspects of the curriculum including improvisation, composition, reading and recording standard notation, and playing tuned and untuned percussion. Year 3 will also have termly listening and composition projects, singing lessons every two weeks and a dance project which is closely linked to the music curriculum.

Class lessons are taught by class teachers or cover supervisors; whole school singing and some Year group singing is led by the Music lead; the WCIT and continuer projects are led by Leicestershire Music staff.

### **Resources**

There is a dedicated Music Room with a wide range of percussion instruments, djembe, recorders, electric keyboards and tuned percussion including a class set of glockenspiels. Children in KS1 have access to Music trolleys which also contain a range of non-tuned and tuned percussion instruments.

### **Assessment**

Learning objectives, skills and knowledge are clearly outlined in each plan and guidance is given in lesson plans as to what teachers need to be looking out for and how they can assess the children. At the end of each year, teachers report to parents

whether their child is working at age related expectations, above or below. This data is tracked on SONAR so that all teachers have access to this information.

## **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.

In addition to the Yr 3 WCIT project which all Yr 3 children take part in for the whole of the year (weekly 30-minute lessons per class), children in Yrs 4, 5 and 6 can opt in to 30-minute continuer recorder lessons each week. These occur during the school day and are funded by the school. They are in addition to the whole class music lessons.

There is an afterschool recorder ensemble for children in Yrs 5 – 7.

Children in Yr 4- 6 also have the opportunity to have individual or small group lessons on the following instruments: electric drums, guitar, piano, keyboard, clarinet and flute. These lessons still take place during the school day but are led by peripatetic tutors. These lessons are paid for by parents, but subsidies are provided for parents of children on FSM who request financial support.

The school choir (open to everyone in KS2) meets one lunchtime every week and the chamber choir (auditioned voices in Yr 4-6) also meets once a week. They lead the carol service and perform in the summer concert. Both are led by the Music Lead.

## **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.

The whole school meets for a singing assembly once a week which also incorporates listening to recorded music from different times and places. In addition, there are double year group singing assemblies once a fortnight.

Each year, EYFS perform a musical nativity at Christmas, Yr 2 and Yr 4 alternate a Harvest assembly which includes singing, Yr 5 usually take part in a massed choir project each year organised by the Leicestershire Music Hub – performing at De Montfort Hall, and Yr 6 put on a musical at the end of the school year.

The whole school participates in the Carol Service at St David's church which is led by the school choir and chamber choir. The school choir and chamber choir, plus instrumentalists from across KS2, also put on a summer concert for parents and the rest of the school. In addition, we have a Recorder concert for parents each year which features all children in Yr 3, the continuer groups from Yrs 4, 5 and 6, and adult performers from the Leicester Recorder Society.

Yr 6 children have African Drumming workshops, and they perform for the rest of the school each May.

At least once a year, the children across the whole school will experience a live performance from a soloist or an ensemble coming in to perform in school. Performers have included a solo saxophonist, a church choir, a string ensemble and ensembles made up of Leicestershire Music staff including a rock group, a music tech performance, brass and wind ensembles.

## In the future

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

### **Targets for 2024/5:**

- Improve the listening/history strand of the Music curriculum in KS2.
- Research software for music notation so that the quality of teaching resources is improved.
- Continue the ongoing process of improving subject MTPs so that all the skills and knowledge in our progression map are covered.
- Subject leader to ensure that teachers - especially ECTs - have resources and skills to teach Music effectively.

### **Future targets:**

- Explore further ways to bring live music into school – eg through links with secondary schools.
- Further develop the use of music technology within our curriculum.
- Encourage tuition on a wider range of instruments.

Explore the possibilities of taking children to concerts rather than their experiences of live music being limited to in-school performances.

- Explore the possibility of setting up an additional ensemble.