

Music development plan summary: Milnthorpe Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	October 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Kate Passant
Name of school leadership team member with responsibility for music (if different)	Kate Passant
Name of local music hub	Cumbria/Westmorland and Furness

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 Milnthorpe Primary School we follow the CHARANGA programme of music.

We believe that all children should have a variety of experiences and opportunities in music including performing, composing and appraising pieces. We are always trying to make our music curriculum cross-curricular by linking lessons to topics and using ICT to enhance.

This includes:

- A scheme to teach the national curriculum for music which structures learning from EYFS through to Y6 ensuring progression and opportunities for all children to achieve.
- A vast library of songs, topics, instrument courses and creative apps which support learning and provide a breadth of experience across a variety of cultures and genres.

- Regular opportunities for in-depth assessment both formative and summative which supports SEND and enables personalised teaching and learning approaches.

Musical School Learning

The Interrelated Dimensions of Music

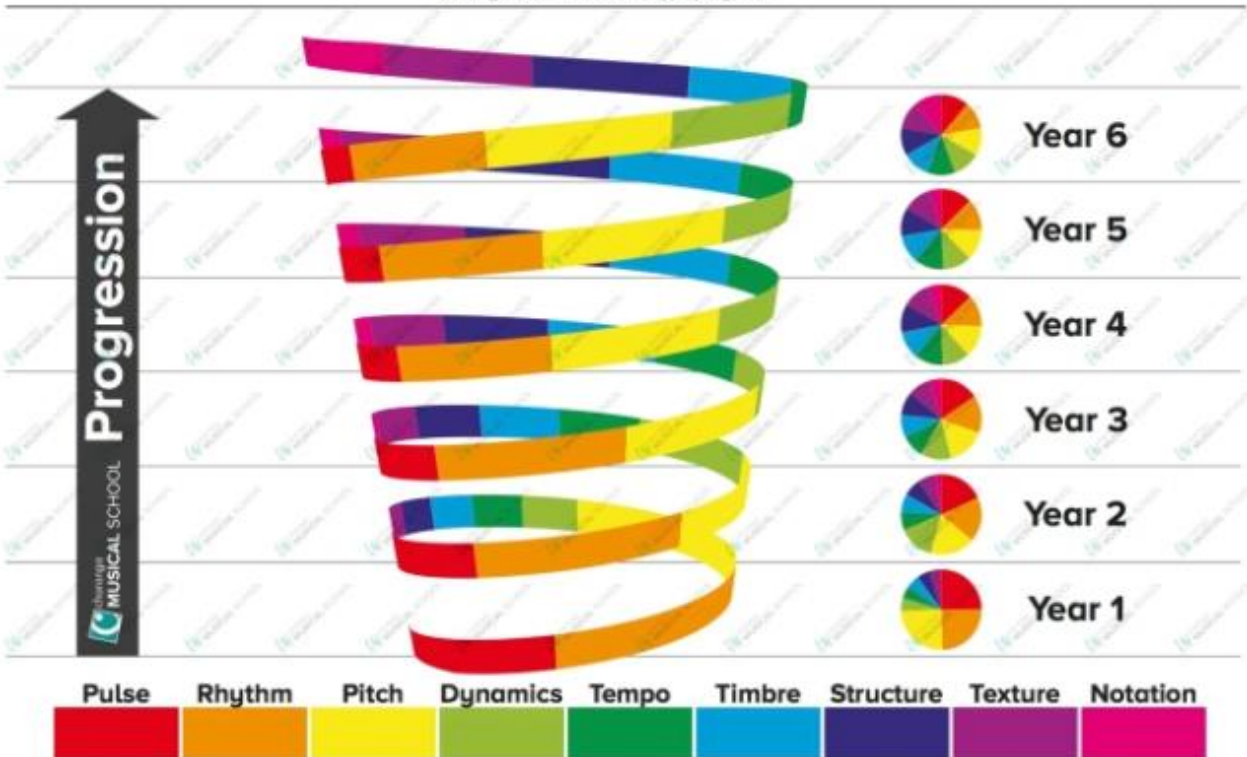
Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



- The learning within our scheme is based on: Listening and Appraising; Musical Activities — creating and exploring; and Singing and Performing.
- Interactive Teaching Resources are used to support learning and enhance pupils understanding. These enhance engagement and support all learners to interact with materials.



An example of an interactive screen.

- On-screen resources are so visual and supportive, every lesson is full of music and the children enjoy every moment. NB – On-screen resources are used to support and enhance learning, they sit alongside practical learning and a broad range of non-screen-based music activities.

In Year 6, all children learn the ukulele, in Year 4, all children learn to play the flute. We also have a range of other musical instruments to use across all year groups. All children take part in learning and performing songs for our Christmas performance Reception and Year 1, Year 3 and 4 production at Easter and the Year 5 and 6 leavers production.

Music is a key part of our assemblies. We have a singing practice each week as well as listening to music in every assembly. We also have a weekly after school choir club.

The Music curriculum at Milnthorpe Primary School is regularly reviewed, updated and enhanced. In 2024-25 it incorporates several elements of the Model Music Curriculum ([Model Music Curriculum \(MMC\): Key Stages 1 to 3](#)) and utilises the 'Anyone Can Play' scheme to support pupils with SEND needs and ensure all children access a broad and balanced range of musical experiences.

For more information about SEND and the curriculum at Milnthorpe Primary School please see [here](#).

Progression of skills- EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Music		
Three and Four -Year -Olds	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.

At the end of Reception before joining Year One children are expected to reach Early Learning Goals (ELG's) The ELG for Music is below:

ELG - Expressive Arts and Design Being imaginative and Expressive

- *Sing a range of well-known nursery rhymes and songs.*
- *Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.*

After Reception children move into Year One where they begin learning from the National Curriculum, this builds on learning from the Early Years Foundation Stage and is divided into 2 progressive elements, Key Stage One (Years 1&2) and Key Stage Two (Years 3-6)

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments musically.
- listen with concentration and understanding to a range of high-quality live and recorded music.
- experiment with, create, select and combine sounds using the interrelated dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the interrelated dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory

- use and understand staff and other musical notations.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

To find out more about how Music is taught at Milnthorpe Primary School please see [here](#).

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.

We seek to ensure that our school offers pupils a range of opportunities outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice. We have outside teachers for flute and guitar who run a session once a week for those children who wish to learn. Support is available for families struggling financially seeking to engage in these sessions.

We provide a variety of ensembles that pupils can join outside of what is taught in lesson time, such as a school choir which practices after-school and performs in our local community throughout the year. We are also seeking to broaden these opportunities with the addition of a greater variety of forms of music-making such as instrumental ensembles, bands and groups.

In 2024-25 we are actively seeking to develop opportunities for our pupils to extend their out of school musical experiences by working with partnership organisations in our local community.

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.

Musical experiences form a key part of raising the profile of music within our school community and enthusing pupils to engage and learn. We offer a variety of opportunities for all pupils to experience a broad range of diverse experiences from performing in assemblies to attending professional concerts. Our rural location requires travel to Lancaster, Kendal and further afield to gain some of these experiences. Therefore we also balance this with visits to school from professional

musicians. It is important to show pupils the variety and depth of talent with our own school community and local area, therefore we are constantly seeking opportunities to engage with local bands and musicians. It is important for us that our pupils see music as something that is aspirational but also achievable and that they understand the immense variety of opportunities to engage that are available to them as audience members but also as aspiring performers.

In the future

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

- Continue to develop the range of opportunities as learners including: Attending concerts, taking part in workshops, learning a greater range of instruments
- Community engagement – working alongside some of the range of talented musicians and performers in our local area
- Ensuring all pupils, from every background have equity of access to the range of musical experiences at our school and that no child misses out due to barriers whether financial, physical or otherwise.