

Music development plan summary: *Beacon Rise Primary School*

Overview

Detail	Information
Academic year that this summary covers	2024/2025
Date this summary was published	Autumn 2024
Date this summary will be reviewed	Summer 2025
Name of the school music lead	Luke Speirs
Name of school leadership team member with responsibility for music (if different)	Lily Cairns
Name of local music hub	West of England Music and Arts (WEMA)
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: the music curriculum, 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: Music Curriculum

This section details what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

At Beacon Rise, we believe music is a vehicle for personal expression and a unique form of communication that can inspire and motivate children. We encourage and inspire pupils to develop a love and appreciation of music by providing opportunities for all children to listen, explore, play, create, perform and enjoy music. We strongly believe that music increases self-confidence, creativity and a sense of achievement.

We follow the Kapow music scheme which provides all children with a variety of exciting learning experiences that enable them to view and explore music in different ways. Our music lessons are taught by class teachers each week and are informed by the Model Music Curriculum (non-statutory guidance for music teaching). These lessons provide pupils with opportunities to:

- Listen to and evaluate music from diverse time periods and cultures.

- Learn how to create and control sound using their voices, as well as tuned and untuned instruments.
- Understand how music is communicated through various notation systems.
- Improvise and compose music.
- Perform musically in front of audiences of varying sizes.

In EYFS, the children explore music and singing through daily nursery rhymes and learning songs. Additionally, they do dances with wake and shake and always have access to musical instruments in the EYFS music garden.

The structure of our curriculum is as follows:

Year 1	Lesson opportunities to sing and play instruments	Lesson Performance Opportunities
Autumn 1: Keeping the pulse	Singing a sentence, keeping a steady pulse. Keeping the pulse of the music and playing sound patterns using body percussion and untuned instruments.	Performing to the class in pairs to show pulse and rhythm.
Autumn 2: Tempo	Singing a short chant and song. Keeping the beat to a chant and song, using instruments.	Performing to the class in pairs, demonstrating a song at varying speeds.
Spring 1: Dynamics	Using untuned percussion instruments to create seaside sounds.	Performing in pairs for the class, demonstrating seaside sounds and their corresponding symbols.
Spring 2: Sound patterns	Practising different sound patterns using instruments.	Using instruments to tell the story of the 'The Three Little Pigs' to the class.
Summer 1: Pitch	Using tuned percussion instruments to play a simple tune.	Performing superhero theme tunes as a group to the class.
Summer 2: Musical symbols	Using tuned percussion and clapping to play different symbols to represent the sea.	Performing under the sea sounds as a group to the class.

Year 2	Lesson opportunities to sing and play instruments	Lesson Performance Opportunities
Autumn 1: Call and Response	Using body percussion and voices to share call and response patterns.	Performing different call and response patterns in groups to the class.
Autumn 2: Instruments	Working in groups to use instruments and create music that matches a storyboard.	Working as a group to perform music to match the story of 'Jack and the Beanstalk'.
Spring 1: Singing	Learning to sing three folk songs and using voices and body percussion.	Performing a folk song and composition as a group.
Spring 2: Contrasting dynamics	Using vocal sounds and instruments to create space soundscapes.	Performing a space soundscape and sharing space symbols as a group.
Summer 1: Structure	Using instruments to perform different sound patterns.	Performing sound patterns as a group using instruments.
Summer 2: Myths and Legends	Using tuned percussion instruments, children read from a score and perform a song.	Performing 'Once a man fell in a well' as a class using voices and instruments.
Year 3	Lesson opportunities to sing and play instruments	Lesson Performance Opportunities
Autumn 1: Keeping the pulse	Singing in time and in tune with a song and incorporating actions.	Performing their own ballad in groups and incorporating actions.
Autumn 2: Tempo	Playing melodies and rhythms on tuned instruments which represent a section of animation.	Performing a group composition to represent an animation.
Spring 1: Dynamics	Practising different warm ups and learning a song using a variety of different pitches.	Performing a song about the Vikings with associated actions.
Spring 2: Sound patterns	Practising playing a pentatonic melody.	Performing a piece of music to represent the Chinese new year.
Summer 1: Pitch	Experimenting with scat singing and syncopated rhythms.	Performing a jazz version of a nursery rhyme.
Summer 2: Musical symbols	Practising a traditional Indian song.	Performing the song 'Anile Vaa.'

Year 4	Lesson opportunities to sing and play instruments	Lesson Performance Opportunities
Autumn 1: Body and tuned percussion	Experimenting with combining body percussion and tuned percussion instruments to create rhythms of the rainforest.	Performing group rainforest compositions to the class.
Autumn 2: Rock and Roll	Learning a walking bass line on instruments.	Performing a Rock and Roll song as a class using their voices and instruments.
Spring 1: Changes in pitch, tempo and dynamics	Creating and practising vocal and percussive ostinatos.	Performing different ostinatos to represent a river in groups.
Spring 2: Haiku, music and performance	Creating music to compliment a Haiku, using voices and instruments.	Performing music outside to celebrate Hanami.
Summer 1: South America	Practising a piece of music with four layers.	Performing a samba piece as a class.
Summer 2: Romans	Learning to sing a song with a variety of pitches.	Performing 'The Road building song' as a class.

Year 5	Lesson opportunities to sing and play instruments	Lesson Performance Opportunities
Autumn 1: Composition and Notation	Creating and practising a piece of music using graphic notation.	Performing a composition to represent a pharaoh as a group.
Autumn 2: Blues	Practising the 12 bar blues chords and accompanying bass line on instruments.	Performing the 2 bar blues and improvisation in pairs.
Spring 1: South and West Africa	Singing accompanied and incorporating movement.	Performing 'Shosholoza' as a class.
Spring 2: Composition to represent the festival of colour	Creating a vocal piece to represent a picture.	Performing a vocal class composition.
Summer 1: Looping	N/A – using technology.	Sharing compositions.
Summer 2: Musical Theatre	Creating a musical theatre scene.	Performing a scene as a group to create a short class musical.

Year 6	Lesson opportunities to sing and play instruments	Lesson Performance Opportunities
Autumn 1: Dynamics, pitch and temp	Creating a group composition.	Performing compositions as a group based on the piece 'Fingal's cave.'
Autumn 2: Songs of WW2	Singing a song with a simple harmony.	Performing the 'White cliffs of Dover' as a class.
Spring 1: Film music	Devising different musical ideas to represent a film.	Performing compositions to represent different scenes in 'Wallace and Gromit.'
Spring 2: Theme variation	Composing a multi-layered piece of music with voices, bodies and Instruments.	Performing compositions in groups to create a class performance.
Summer 1: Baroque	Playing instruments using graphic and staff notation (and their own notation).	Performing 'Funky fugue' as a class.
Summer 2: Composing and performing a leavers' song	Creating and practising a leavers' song.	Performing a leavers' song in assembly.

As our children progress through the music curriculum, they are provided with many different instruments to play and explore, including African drums, glockenspiels, pianos, boomwhackers and a range of untuned percussion.

In addition to music lessons, we see great value in incorporating music across other subjects within the curriculum to inspire and engage children and help them to make progress academically. For example, we use singing to remember subordinating conjunctions in English and to help with times tables in maths.

We believe that music can benefit children socially, emotionally and physically and can be a powerful way to provide a sense of belonging at our school. Therefore, we ensure that we adapt our music scheme so that it is accessible to all children and that individual needs are being met in lessons and throughout our extra-curricular music offer.

Part B: Extra-curricular music

This section details 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.

Outside of our music curriculum, we provide children with multiple opportunities to engage with music and develop their skills and knowledge further.

We provide group lessons that enable young musicians to develop their instrumental skills together. These lessons are based on requests from children and have previously involved instruments such as the violin, flute, clarinet and guitar. Thirty-minute lessons take place each week at a cost of £60 per term and parents can register their interest by contacting the school's office. We have also provided instrumental loans to support families and give children the opportunity to practise at home.

We provide after-school music clubs that children can take part in such as choir and musical theatre club. In previous years, children have also taken part in samba bands and ukulele club.

During break and lunch times, instruments are available for children to explore and create music with. Children in KS2 are able to go inside to play on a keyboard/piano and children in EYFS/KS1 are provided with a variety of percussion instruments that enable them to make music with their friends.

To expand our musical offer further, our music lead communicates with the West of England Music and Arts hub for additional performance opportunities and musical experiences outside of school.

Part C: Musical experiences and events

This section outlines other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

At Beacon Rise, we celebrate the children's talents, interests and involvement by providing them with opportunities to perform at events including Prospective Parents' Evenings, Christmas Concerts and Performances, Summer Fairs and CreateBR Extravanzas as well as performances within the local community.

Each key stage has a weekly singing assembly that features a new song every two weeks. As well as singing, the children develop their understanding of the inter-related dimensions of music by learning about each song's title, composer, genre and tempo as well as information on texture. The children will then sing this again as part of a whole-school assembly at the end of each week.

One of the most exciting musical experiences is the choir's annual trip to Birmingham to participate in the Young Voices choir. Each year, the Beacon Rise choir learn new songs that they perform alongside thousands of other children and guest performers at the Resorts World Arena.

We engage with our local community through music and perform wherever possible to connect and spread joy to others. At Christmas, children across the school are given the

opportunity to perform carols both at school and at our local church. Additionally, small groups are given the opportunity to sing in shopping centres and at retirement homes.

In the future

This section outlines what the school aims to achieve in subsequent years.

We are very proud of our musical offer and the progression of skills and knowledge achieved throughout our curriculum. In the future, we hope to extend our range of musical opportunities for the children by:

- Providing more performance opportunities for clubs and inspiring musicians.
- Providing teachers with suitable CPD to develop confidence with music.
- Collaborating with other schools to ensure best practice for all children.
- Giving children the opportunity to voice their ideas around musical experiences.