

# **Music development plan summary:**

## **Oxenhope C of E Primary School**

### **Overview**

<b>Detail</b>	<b>Information</b>
Academic year that this summary covers	2025-26
Date this summary was published	13/5/25
Date this summary will be reviewed	September 26
Name of the school music lead	Jo Brown
Name of school leadership team member with responsibility for music (if different)	Jo Brown
Name of local music hub	Bradford Council
Name of other music education organisation(s) (if partnership in place)	Bradford Council

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**

#### **Our Music Intent**

As a Church of England school, Music is central not only to the spiritual development of our learners, but also to their creative, cultural, and academic development. Through our whole school and class-based singing opportunities, engaging core Music lessons, high-quality wider opportunity sessions, varied enrichment offer and specialist group and individual tuition, learners are given the opportunity to develop a deep love of Music during their time at school. Children will gain a rapidly widening understanding of music from different cultures and times in history which they use to create their own original, imaginative, and fluent and composing and performance work. All are inspired to achieve their potential in Music through this rich curriculum offer, which also provides learners with the opportunity to appreciate a wide range of high-quality live music, both through external visits and visitors to school. Children will gain understanding of the power music has on society and how it has the power to entertain and be an outlet for creativity.

#### **Our Music Implementation**

We follow the National Curriculum for music and in doing so our music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as singing assemblies, various concerts and performances, the learning of instruments and the joining of musical ensembles. The elements of music are taught in classroom lessons so that children can use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. In the classroom, students learn how to play various un-tuned and tuned percussion instruments.

Whole class instrument teaching takes place in Year 2 and year 3, with whole class ocarinas and whole class recorder taking place. In doing so our children understand the different principles of creating music, as well as how to devise and read their own musical scores and basic music notation. Children learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion, vocal sounds and technology is also part of the curriculum, which develops their understanding of musical elements without the added complexity of an instrument.

At Oxenhope we deliver a clear and comprehensive curriculum through a scheme of work, Charanga. Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. 1 hour of music taught. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum. Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing, and composing activities, which enable understanding of the context and genre. Charanga provides a classroom-based, participatory, and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music.

Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose, and perform. skill and given chance for collaboration through composition. During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context. During the lesson children will be given opportunities to apply skill and given chance for collaboration through composition.

Through Charanga and the whole class music lessons there is a weekly 1 hour of music taught.

### **How music is taught in EYFS**

There are no longer specific ELGs or development matters statements for Music. However, we still expose children to experiences and teach them the necessary skills as part of our Curriculum. The most relevant statements for Music are taken from the following areas of learning:

#### **Communication and language**

- Ask questions to find out more.
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems, and songs.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

#### **Expressive arts and design**

- Listen attentively, move to and talk about music, expressing their feelings and responses.

- Watch and talk about dance and performance art, 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.
- 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.

### **How we adapt our Music Curriculum**

Children learn and develop in different ways and may need extra help and support at various points throughout their time at school. Some children, at some time in their school life might have additional or different needs and it may be that they will be on our SEN register for a short period or a long period of time. However, children's needs are frequently reassessed to ensure that the provision is suitable and supports every child's development.

In Music we:

- Make sure pupils have adequate space to play instruments. Younger pupils can sit on the floor, but make sure they are comfortably seated in order to play pitch instruments such as glockenspiels – these may need to be placed on tables. Pupils sing better if they are standing – make provision for this at some point in the session.
- Where standing is difficult or impossible, encourage pupils to sit up as well as they are able. Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.
- Provide access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills.
- Make sure pupils are physically able to play the instruments they are asked to play. Percussion instruments can be adapted for pupils with physical disabilities. Handbells are readily available.
- It is desirable for pupils to come together in group music-making activities, such as singing and playing together, but some pupils with SEN and/or disabilities may get more satisfaction from individual practical work, composing activities and using ICT.
- Multi-sensory approaches
- Include several different activities in the music lesson, such as singing, moving, playing instruments and composing. Younger pupils respond particularly well to puppets and pictures, which add another dimension to their learning.
- Creating characters using different voices enhances learning about concepts such as 'timbre' and 'dynamics'.
- Physical involvement is an important aspect of music learning.
- Action songs and rhymes for younger pupils – moving or dancing at the same time as singing – help pupils to begin to internalise rhythmic and pitch concepts, eg marching on the spot while singing and then moving around and maintaining the steady beat while singing to increase the challenge.
- Provide opportunities to learn about music through physical contact with an instrument and/or sound source where pupils are unable to hear sounds clearly or at all.
- Make sensitive use of audio and video recordings to keep records of pupils' work. Always make sure pupils are comfortable with this. Older pupils can keep their own file records using computer programs.
- Display key words and concepts clearly – commercial posters and diagrams are readily available. Use pupils' own work – graphic scores – as visual support.
- Use modelling and practical demonstration to support verbal questioning. Modelling, demonstration, and imitation help pupils begin to understand musical concepts. This can be done without the use of verbal instruction.

## Part B: Extra-Curricular Music

We provide opportunities throughout the school year for all our learners to participate in range of extra-curricular activities in music.

Participation in extra-curricular activities is a very rewarding and meaningful learning experience that enhances a child's education, preparing them for secondary school and the wider world. The children learn to manage the time demands, responsibility, dedication and sacrifices required when making this kind of commitment.

This year we will provide the following opportunities:

- Guitar lessons
- Ukulele club
- Young Voices choir
- Choir
- Ocarina Club
- Rock Steady rock band

## Part C: Musical experiences

We are passionate about building a musical culture within Oxenhope C of E Primary. We have seen the following benefits and impact from developing this culture:

- Increasing the number of parents enrolling their children into the school.
- Cultural capital – for example, some children are only exposed to one type of music and therefore we aim to widen that knowledge and experience.
- We currently have a crisis in the mental health of our children. Immersion in music is good for mental health and can provide confidence that can be transferred into other areas of the curriculum and wider life. Singing can calm. Playing an instrument can sooth.
- Concert opportunities bring parents into school to see their child perform, providing a valuable opportunity to see school displays and children's work, talk to other parents, and for staff to interact with them.
- SEND – music can often be a subject that children with disabilities can enjoy and thrive in.
- Community and friendship generating – a school choir or orchestra/ensemble can become additional smaller communities within a school, where children can gain a sense of belonging and experience success in a team.
- Links with the wider community – local nursing homes are wonderful places for school choirs and ensembles to perform, or in the school if residents can attend.
- Music supports other areas of the curriculum. Early reading – through traditional rhyme, pulse and rhythm work, concentration, general listening skills, and resilience.

We ensure we offer a rich musical experience for the children through:

- Family Fest – local musicians playing their music for families.
- Open Mic Mornings – Children and/or parents performing for families as they arrive at school.

- Songs of praise worship
- Plumber drummer and other musicians – These people play for the children in worship.
- Oxenhope's got talent – Children are allowed to perform for others.
- Discos
- Invite local music groups into worship. (Ukulele group/Haworth Brass Band)
- Inviting local schools to worship to perform.
- Singing for local care home and hospice
- Community carol services
- Church singing
- Singing at the community café
- Having music on welcoming children into school
- Friday disco on the playground – music is played for the children to enjoy.
- Morning music playing as the children come into the hall.
- Cultural music immersion across the curriculum
- Musician of the half term
- Outdoor music area in reception and the nature area
- Shows for parents and carers.
- Music in the hall at lunchtime

#### **In the future**

- Review the curriculum making it more progressive and ensure challenge. The curriculum needs to be more 'Oxenhope' and relevant for our children.
- Develop evidence gathering for the curriculum.
- Further develop assessment alongside the development of the curriculum.