

# Music development plan summary: Beam County Primary School



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	Mrs Catherine Cook
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	LBBD
Name of other music education organisation(s) (if partnership in place)	Logan Bros

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, extra-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

At Beam, our music curriculum is designed to foster an appreciation and, if possible, a love for music. We believe that music is a universal language that enriches the human experience and certainly enhances creativity. We aim to provide all students with a high-quality music education that is engaging, enjoyable and deepens their understanding of the subject.

At Beam County Primary school, pupils receive a minimum of one hour of teaching a week conducted by a specialist music provision.

Children have access to both rhythmic and melodic instruments as part of the whole-class instrumental programme:

EYFS – Claves and Chime Bars

Year 1 - Chime Bars and Glockenspiels

Year 2 – Claves and Glockenspiels

Year 3 – Glockenspiels and Recorders

Year 4 – Recorders

Year 5 – Glockenspiels and Ukuleles

## Year 6 – Keyboards

Our Music Curriculum sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- Singing
- Listening
- Composing
- Performing/Instrumental Performance

### Singing

Singing is a great strength of the primary sector. Through good vocal production, careful listening and well-developed sense of pitch, pupils should be able to sing in harmony and with musical delivery by the end of Year 6.

Good singing is a process that will develop slowly over time.

Pupils develop their vocal potential through the Key Stages:

- **Warm ups** help pupils use their voices safely. good examples of vocal warm ups include vocalising, sirening and simple scales, as well as games to energise pupils.
- **Breathing.** Increasing control of airflow help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively.
- **Posture.** A relaxed but stable stance (soft knees) sets the body up to produce an unforced but well-focused sound. Pupils, especially younger pupils, will often want to move to the music and this helps to facilitate that.
- **Dynamics.** When appropriate, class singing includes a dynamic range as a key expressive tool. Confident singing will often be loud but need not tip over into shouting.
- **Phrasing** gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody.
- **Context.** Music can often be brought to life by considering the context in which it was written, or by discussing the meaning of any words.
- **Vocal health.** Warming up before singing, staying hydrated, resting voices, particularly when there is lots of singing to do, keeping vocal muscles relaxed.

Our singing repertoire is age-appropriate; the pieces use language that are appropriate and comfortable for the age of the pupils.

### Listening

Listening to music is fundamental to musical understanding. By learning to listen critically, pupils not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing. Music is one of the central building blocks of any

culture and the shared knowledge of music is crucial cultural capital in understanding where we came from and our place in the world.

Our curriculum ensures that pupils gain a broad aural knowledge of covers Western Classical Music, Popular Music (defined broadly) and Traditional Music from around the world.

## **Composing**

The creative process, with its wide horizons of possibility, gives pupils an opportunity to contribute to musical culture in unique and valuable ways. As pupils travel through the Key Stages, they develop the craft of creating melodies and fashioning these into short pieces. Familiarity with music in a range of styles and genres is crucial for developing the aural understanding needed to compose music.

Pupils have the opportunity to perform at the end of the school year.

## **Performing**

Pupils develop a sense of confidence and ownership regardless of the size or nature of the performing/recording space. They engage with an audience; respect fellow performers and acknowledge applause.

We encourage peer feedback and create an environment where pupils can constructively express their thoughts on performances.

### **EYFS**

The music curriculum focuses on listening, singing, and movement. Learners actively participate in nursery rhyme, chants, call-and-response, action songs, movement to music, and simple melody songs, tied to classroom themes. The fundamental interrelated dimensions—pulse, pitch, and rhythm—are introduced and reinforced through body percussion, integrated with songs, chanted rhymes and via “my turn, your turn”.

They develop their vocal abilities and experiment with various voices and percussion instruments such as claves, tambourines, and bells found in the “music bag”. Learners also actively listen to music, specifically classical music as a starting point.

Performances provide opportunities for learners to showcase their musical growth and skills. Additionally, we integrate music and phonics in Reception class to aid learners in developing their recognition and production of word sounds.

### **KS1**

Vocalising songs and rhymes with increased confidence and expression, listening to a wider range of repertoire, and performing with outstanding actions are the primary areas of musical development at the heart of KS1, building upon their musicianship from EYFS.

Confident performance with actions is crucial in musical development. Learners cultivate a robust sense of pulse, rhythm, pitch, and tempo through engaging with a bespoke repertoire, involving singing, movement, and playing both untuned and tuned instruments like claves, chime bars, and glockenspiels, steadily and in time.

These activities are the foundation of music learning in KS1, providing ample opportunities for performance and skill development, including composition.

## **KS2**

The key skills and techniques learned throughout Key Stage 2 build upon those developed in Key Stage 1, with a specific focus on providing opportunities for students to access, learn, progress, and compose using musical instruments: Glockenspiel and Recorder in Year 3 and 4, followed by Ukulele in Year 5, and Keyboards in Year 6.

Students will further internalise essential musical skills and deepen their comprehension of interrelated dimensions such as duration, timbre, structure and dynamics through a diverse range of activities. These activities encompass singing songs and chants of varying styles and complexities, call-and-response, multiple-part chants or songs, longer-form songs, canon rounds, and improvisation. They also involve active listening and playing instruments as accompaniment.

Notation and fundamental theory are established, ensuring learners become proficient in reading and playing notes from a stave steadily with the correct durations.

Students will enhance their musical confidence and musicianship through active participation as performers, creators, and audience members. There is a strong emphasis on engaging students in practical music-making as frequently as possible.

The exploration of music history, genres, and styles will continue with the aid of the model music curriculum. This includes delving into historical contexts, dates, and social significance, where applicable, to establish meaningful and lasting connections.

Learners are encouraged and expected to perform solo, in unison, and in parts with precision, expression, and confidence. Performance opportunities continue to be fundamental to their musical development and journey.

All of the above is underpinned by formative and summative assessments, which help learners meet the expected attainment levels (ARE). These assessments also support SEN learners and those requiring additional assistance and challenge advanced learners to exceed expectations.

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## **Special Educational Needs and Disability (SEND)**

Music has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger. We celebrate the inclusion of pupils with special educational needs.

High standards are set for every pupil, whatever their prior attainment

The music curriculum for individual year groups can be accessed through our [Year Group Content - Beam County Primary School - Creating a Lifelong Love of Learning](#)

## **Part B: Extra -curricular music**

We provide 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.

**Music Club:** Fun and engaging extracurricular activity focused on fostering creativity and inclusion across year groups in KS2. Learners work as a team and participate in various performances.

**Instrument Club:** A focused program where students learn to play the Ukulele in a small group, culminating in performances to showcase their skills.

**Integrate Technology:** Utilise modern technology and digital tools like keyboards and Charanga to enhance musical learning, particularly in notation and composition, preparing students for contemporary musical experiences.

## Part C: Musical experiences

Beam County Primary School organises musical events and opportunities to showcase our musicianship.

**Christmas Performance** – Children perform in front of the whole school and parents / carers.

**Care Home Performance** – Children perform to residents at a local care home.

**Summer Term Performance** - Children perform in front of the whole school and parents / carers.

## In the future

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

Beam County Primary School is committed to enriching its music curriculum by integrating cutting-edge music technology and innovative practices into our students' learning experiences. Building on our strong foundation, we are embarking on a series of initiatives over subsequent years to ensure music education remains engaging, relevant, and inspiring.

### Expanding Music Technology in Education

We recognise the transformative role of technology in modern music-making and aim to empower our pupils with practical skills in this area. Planned initiatives include:

- **Introduction to Digital Audio Workstations (DAWs):** Pupils will learn to create, edit, and produce their own compositions using user-friendly music production software.
- **Music and Coding Integration:** Using platforms like Sonic Pi, pupils will explore the intersection of music and technology by composing music through coding, nurturing both their creative and computational thinking skills.

## Primary Sound Engineering Program

Our school plans to implement a primary-level sound engineering program, designed to introduce pupils to the basics of sound recording, mixing, and production. This will include:

- Hands-on experience with microphones, mixing desks, and audio interfaces to understand the principles of sound engineering.
- Collaborative projects where students will record and produce live performances by their peers, fostering teamwork and technical expertise.

## Leveraging Our Primary School Radio Station

Beam County Primary School's radio station will play a central role in our music education strategy:

- **Music Broadcasts:** Pupils will curate playlists, host shows, and discuss various musical genres, enhancing their appreciation and understanding of music diversity.
- **Live Performances:** Regular live sessions will feature pupil performances, allowing them to share their talent with the wider school community.
- **Podcasting Projects:** Pupils will create music-focused podcasts, incorporating interviews with musicians, reviews, and educational segments on music theory and history.

We aim to spark a lifelong interest in music by showcasing its relevance in today's digital world and to equip our pupils with transferable skills such as creativity, collaboration, technical proficiency, and public speaking.

## Further information

Our music provision is provided by specialist music staff through Logan Bros Music  
We incorporate Charanga Music Education into some our lessons