

# Music development plan summary: *Castlefield School*

## Overview

Detail	Information
Academic year that this summary covers	2024/2025
Date this summary was published	December 2024
Date this summary will be reviewed	December 2025
Name of the school music lead	Angela Bland
Name of school leadership team member with responsibility for music (if different)	Kristin Sutcliffe
Name of local music hub	Bucks Music.org
Name of other music education organisation(s) (if partnership in place)	

## Part A: Curriculum music

Year group	Time dedicated to curriculum music teaching each week	Time dedicated to curriculum music teaching each week (Local music hub OR instrumental scheme)
EYFS	All terms: 45 minutes (+ continuous provision)	
Year 1	3 half terms: 1 hour (Condensed Curriculum)	Instrumental Scheme: 1X half-term – 1 hour
Year 2	3 half terms: 1 hour (Condensed Curriculum)	Instrumental Scheme: 1X half-term – 1 hour
Year 3	3 half terms: 1 hour (Condensed Curriculum)	Instrumental Scheme: 1X half-term – 1 hour
Year 4	3 half terms: 1 hour (Condensed Curriculum)	Instrumental Scheme: 1X half-term – 1 hour
Year 5	3 half terms: 1 hour (Condensed Curriculum)	Instrumental Scheme:

		1X half-term – 1 hour
Year 6	3 half terms: 1 hour (Condensed Curriculum)	Instrumental Scheme: 1X half-term – 1 hour

Our Curriculum Music lessons are informed by the Model Music Curriculum (non-statutory guidance for Music teaching) and provide 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

Year 1	Lesson opportunities to sing and play instruments	Lesson Performance Opportunities
	<p>Singing a sentence, keeping a steady pulse. Keeping the pulse of the music and playing sound patterns using body percussion and untuned instruments.</p> <p>Singing a short chant and song. Keeping the beat to a chant and song, using instruments</p> <p>Using untuned percussion instruments to create seaside sounds.</p> <p>Practising different sound patterns using instruments.</p> <p>Using tuned percussion instruments to play a simple tune.</p> <p>Using tuned percussion and clapping to play different symbols to represent the sea.</p>	<p>Performing to the class in pairs to show pulse and rhythm.</p> <p>Performing to the class in pairs, demonstrating a song at varying speeds.</p> <p>Performing in pairs for the class, demonstrating seaside sounds and their corresponding symbols.*</p> <p>Using instruments to tell the story of the 'Three little pigs' to the class.*</p> <p>Performing superhero theme tunes as a group to the class.</p> <p>Performing under the sea sounds as a group to the class.</p>
Year 2	Using body percussion and voices to share call and response patterns.	<p>Performing different call and response patterns in groups to the class.</p> <p>Working as a group to perform music to match the story of 'Jack and the Beanstalk.' *</p>

	<p>Working in groups to use instruments and create music that matches a storyboard.</p> <p>Learning to sing three folk songs and using voices and body percussion</p> <p>Using vocal sounds and instruments to create space soundscapes.</p> <p>Using instruments to perform different sound patterns.</p> <p>Using tuned percussion instruments, children read from a score and perform a song.</p>	<p>Performing a folk song and composition as a group.*</p> <p>Performing a space soundscape and sharing space symbols as a group.</p> <p>Performing sound patterns as a group using instruments.</p> <p>Performing 'Once a man fell in a well' as a class using voices and instruments.</p>
Year 3	<p>Singing in time and in tune with a song and incorporating actions.</p> <p>Playing melodies and rhythms on tuned instruments which represent a section of animation.</p> <p>Practising different warm ups and learning a song using a variety of different pitches.</p> <p>Practising playing a pentatonic melody.</p> <p>Experimenting with scat singing and syncopated rhythms</p> <p>Practising a traditional Indian song.</p>	<p>Performing their own ballad in groups and incorporating actions.</p> <p>Performing a group composition to represent an animation.</p> <p>Performing a song about the Vikings with associated actions.*</p> <p>Performing a piece of music to represent the Chinese new year. *</p> <p>Performing a jazz version of a nursery rhyme.</p> <p>Performing the song 'Anile Vaa'</p>
Year 4	<p>Experimenting with combining body percussion and tuned percussion instruments to create rhythms of the rainforest.</p> <p>Learning a walking bass line on instruments.</p> <p>Creating and practising vocal and percussive ostinatos.</p>	<p>Performing group rainforest compositions to the class.</p> <p>Performing a Rock and Roll song as a class using their voices and instruments. *</p> <p>Performing different ostinatos to represent a river in groups.</p> <p>Performing music outside to celebrate Hanami.*</p> <p>Performing a samba piece as a class.</p>

	<p>Creating music to compliment a Haiku, using voices and instruments.</p> <p>Practising a piece of music with four layers.</p> <p>Learning to sing a song with a variety of pitches.</p>	<p>Performing 'The Road building song' as a class. *</p>
Year 5	<p>Creating and practising a piece of music using graphic notation.</p> <p>Practising the 12 bar blues chords and accompanying bass line on instruments.</p> <p>Singing unaccompanied and incorporating movement.</p> <p>Creating a vocal piece to represent a picture.</p> <p>N/A - using technology.</p> <p>Creating a musical theatre scene</p>	<p>Performing a composition to represent a pharaoh as a group.</p> <p>Performing the 12 bar blues and improvisation in pairs. *</p> <p>Performing 'Shosholoza' as a class. *</p> <p>Performing a vocal class composition.</p> <p>Sharing compositions.</p> <p>. Performing a scene as a group to create a short class musical.*</p>
Year 6	<p>Creating a group composition.</p> <p>Singing a song with a simple harmony.</p> <p>Devising different musical ideas to represent a film.</p> <p>Composing a multi-layered piece of music with voices, bodies and Instruments.</p> <p>Playing instruments using graphic and staff notation (and their own notation).</p> <p>Creating and practising a leavers' song.</p>	<p>Performing compositions as a group based on the piece 'Fingal's cave.'</p> <p>Performing the 'White cliffs of Dover' as a class. *</p> <p>Performing compositions to represent different scenes within 'Wallace and Gromit.' *</p> <p>Performing compositions in groups to create a class performance.</p> <p>Performing 'Funky fugue' as a class.</p> <p>Performing leavers' song in assembly.*</p>

## 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.

Year Group	Assembly time dedicated to Music learning each week	Extra-Curricular Music Clubs	Music Tuition
EYFS	Ad hoc	N/A	N/A
Years 1	One assembly per week: singing	N/A	N/A
Year 2	One assembly per week: singing	N/A	N/A
Year 3	One assembly per week: singing	N/A	N/A
Years 4-6	One assembly per week: singing	Recorder Club  Choir  Musical Theatre Club	Ukulele Club

## 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.

Children from Years 4-6 are invited to attend Musical Theatre Club once a week. They learn songs, dance routines and will act to perform a complete show, on stage at a nearby theatre.

Live performance from a West End singer, date: TBC

Live performance from a local orchestra, date: TBC

Live performance from South Asian Rhythm Drummers, date: TBC

## In the future

There are no plans to further develop our Music Curriculum at present. Our current provision ensures all children are taught in well-structured lessons, featuring the seven features of high-quality music provision (sound, rhythm, tempo, dynamics, melody, harmony and texture).