

Music development plan summary: Church Langton Primary School



Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	Summer 2024
Date this summary will be reviewed	Summer 2025
Name of the school music lead	Alan Kirkland
Name of school leadership team member with responsibility for music (if different)	Lucy Anderson
Name of local music hub	Leicestershire Music Hub
Name of other music education organisation(s) (if partnership in place)	Harborough Alliance of Music Education

Part A: Curriculum music

We have a specialist music teacher in school 1.5 days per week, delivering curriculum music to all classes/year groups.

The current aims of the school are:

- To develop the musicality of every child
- To develop a culture and community of music through the school.

Both aims rest on the assertion that every person is musical!

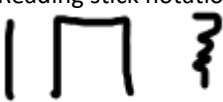
S.E.N.D.



Most lessons are very practical and ensemble in approach, where to some degree the children support each other, and difficulties can be spotted and addressed in the moment.

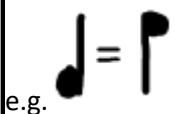

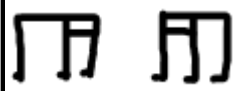
Where one or more children appear to be having difficulties with a particular skill or concept, it is then approached from a different angle, so that it feels new to all children and gives them chance to reinforce and improve quality, while the children who were struggling have more opportunity to grasp the main skill/concept.

Where children have one to one support, the music teacher discusses strategies with the supporting adult.

Church Langton Primary School Music Overview

CHURCH LANGTON MUSIC OVERVIEW							
Whole School Approach							
<p>We use the Kodaly approach to develop the innate musicality of every child. In Reception and KS1 we will use lots of activities, games and songs to develop the children's understanding of pitch, rhythm, written notation and the inter-related dimensions of music. These will include call and response (copy me) songs; songs that link actions to music and/or pitch; spoken/chanted phrases that emphasise the beat; circle songs that require taking turns, choosing people, partner work, basic compositional choice; songs/instrumental pieces that involve moving in response to visual or aural signals; games that include specific listening activities.</p> <p>Although Y3 and above have more specific topics, there will still be time during most lessons to develop musicality, along with the theory of music, through short activities and direct teaching.</p>							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS							
EYFS Overview	<p>We take the balanced diet approach. The children are regularly engaged in a multitude of singing games and activities in which pitch, rhythm, beat, the different interrelated dimensions of music and even the beginnings of written notation, using visual cues as a way into that. There is also a lot of repetition of songs and activities throughout EYFS, which is seen as essential to thoroughly embed and reinforce knowledge and skills</p>						
Music Topic	Songs/games/activities	Nativity	Songs/games/activities	Songs/games/activities	Songs/games/activities	Songs/games/activities	Songs/games/activities
Rhythm	Use beat and rhythm in songs activities/call and response etc. But not formally explaining. Use the words ta (for crotchet) and tete (for a pair of quavers), but these are used in practical activities and not explained at this stage, apart from possibly noting that tetes are quicker than tas.						
Pitch	Use "high" and "low" words, usually sung as soh and mi, with associated high and low actions, e.g. hands on heads, hands on knees; hold a sheet in the air, hold a sheet on the floor.						
Composing improvising	Develop musicality to use in composition. Make very simple compositional choices e.g. Who shall I pick to sing "Where is ___ sitting today"						
YEAR 1							
	Songs/games/activities	Nativity	Songs/games/activities	Songs/games/activities	Songs/games/activities	Songs/games/activities	Songs/games/activities
Listening Music	Rondo All Turca The Clog Dance	Tom and Jerry Top of the world	Fossils Metal Guru	Tabla 3 o clock Blues	The Typewriter Hungarian Rhapsody No.2	Unusual instruments	
Rhythm	<p>Walking, clapping, tapping the beat of a song.</p> <p>Repeating simple 4 beat rhythms (Call and response – Copy me activities) Verbalising crotchets as "ta" and a pair of quavers as "tete". Reading stick notation for crotchets and quavers (ta and tete), as well as 1 beat rest symbol.</p> <div style="text-align: center;">  </div>						
Pitch	Practice singing the relative pitches, Soh and mi, using hand signals.						

	Introduce la, (higher than soh) Reinforcing high and low pitch using hand signals. Identify soh and mi on two-line stave.					
Composing improvising	Develop musicality to use in composition. Make very simple compositional choices, e.g. say/clap/write a 4-beat rhythm that is different to mine.					
	YEAR 2					
Music Topic	Songs/games/activities	Nativity	Songs/games/activities	Songs/games/activities	Songs/games/activities	Songs/games/activities
Listening Music	Bolero -Ravel Help – The Beatles	Pomp and circumstance Once in Royal	Flight of the Bumble Bee Hound Dog	The Flower Duet Night Ferry	Gamelan No place like Home	The Marble Machine
Rhythm	<p>Introduce semiquavers (verbalised as tikitika) Written symbol for tikitika</p>  <p>Introduce minim (verbalised as ta-aa) Written symbol</p>  <p>Begin to introduce noteheads, to associate notes with pitch as well as rhythm.</p>					
Pitch	<p>Introduce doh. Look at relative nature of pitch on a stave – if one note moves, all notes move. Look at beginnings of fixed pitch</p>					
Composing improvising	Develop musicality to use in composition. Make very simple compositional choices, e.g. choose a combination of 4 pitched notes using soh and mi.					
	YEAR 3					
Music Topic	Brass W.C.E.T.	Christmas	Easter play	Easter Play	Boomwhackers / xylophones/ chime bars "I feel good" Chrome Music Lab compositions. Compose online – play live with boomwhackers	Recorders G , A and B, notes, plus high C and D, play and read from stave.
Listening Music	Danse Macabre Superstition	A short ride in a fast	The Suffolk Suite I feel Good	R.E.S.P.E.C.T. Night on a bare mountain	Jai Ho Mambo	Body Percussion

		ma- chine Troika				
Rhythm	Learn that notes can be written upside down without affecting their sound/function					
	 <p>e.g. Introduce dotted minim (3 beat note, verbalised as ta-aa-aa).</p>  <p>Introduce semibreve (4 beat note, verbalised as ta-aa-aa-aa)</p>					
Pitch	Introduce re(ray). Look at all 9 notes on the treble clef. Look at C (middle C) and D below the staff. 7 note challenge					
Composing improvising	Develop musicality to use in composition. Make simple compositional choices, e.g. Use the rhythmic phrases from a song, e.g. Frere Jaques to create new pieces of music, e.g. by changing the order of the rhythms and/or the combinations of notes playing the rhythms					
YEAR 4						
Music Topic	Ukuleles F and C and Am chords. Discuss major and minor chords "We are playing Ukuleles" song	Christ- mas	Easter play	Easter Play	Recorders Recap Y3, then learn low notes F, E D and C	Honda Civic advert Compose using a grid system and appropriate sounds Bamboo Tam-boo
Listening Music	Beethoven's 5 th Take 5	1812 Overture Winter, 4 seasons	Sea Shanties Bhangra	Tank Juba Dance	Step it out Mary Dies Irae	Plastic Musik
Rhythm	Introduce te-tika and tika-te					
	 <p>Introduce tied notes</p>					
Pitch	Introduce fa. Use on chords on ukuleles. Discuss major and minor 7 note challenge					
Composing	Create music for a purpose, e.g. the Honda Civic advert. Use graphic notation to compose and then perform the piece.					

improvising						
YEAR 5						
Music Topic	Boomwhackers Chord Progression– then change rhythmic phrases. Walking rhythms. Compose using different pathways	Christmas	Easter Play	Easter Play	Maori Stick songs. Watch example videos. Learn a set routine. Compose a new routine.	Ukuleles Recap F, C Am chords. Learn A and Dm Play “Human” Rag ‘n’ Bone man
Listening Music	Wuthering Heights More than Money	Arrival of the Queen of Sheba Skating	Jupiter Libertango	Ziggy Stardust Evelyn Glennie	Sea of Othotsk Concerto for turntables	Stomp
Rhythm	Explain dotted notes. The dot adds half of the original value of the note.					
Pitch	Look at major scale. Leger lines above and below staves. 7 note challenge					
Composing improvising	Create pieces of music using pathways to organise the sounds and rhythms. Play and perform using boomwhackers. Look at ways of varying/changing compositions, including the form/structure, and take into account the restrictions place upon composers, e.g. who is the piece to be performed by? Make up a new piece inspired by the Maori stick games/songs.					
YEAR 6						
Music Topic	Chime bars/tuned percussion Toob Trax - Starsky More walking rhythms and composition. Create more complex pathways to organise their rhythms.	Christmas	Ukuleles Recap above. Then learn G. Look at different strumming patterns Play “Shake it off” Taylor Swift	Body percussion	Samba Drumming. Use 6 sets of instruments: surdo (big drum), repinique (smaller drum), caixa (snare drum), tamborim (similar to tambourine), agogo bells (2 different pitched bells), ganza (shaker). Learn different rhythms for different groups. Play ensemble	Leavers Play
Listening Music	Lyric for strings American Patrol	Oud music	Jurassic Park Studio Ghibli	Paramour	Bluegrass	The Blue man group

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		The Donkey Carol		Edie Theme – Debbie Wiseman	Music for 18 musicians	
Rhythm	Consolidate all the work so far. Introduce triplets. Recap that we only use a very limited number of symbols to write all notes.					
Pitch	Other staves 7 note challenge					
Composing improvising	Revisit pathways music using boomwhackers (see Y5) and develop more complex pathways. Improvise a rhythm for a section of a samba piece.					

Children have 30 minutes with the music specialist each week; 15 minutes in a singing assembly with the Music Specialist and then up to 15 minutes at points through the week led by the class teacher using video resources, provided by the Music Specialist.

We have a cycle of performance opportunities.

Years 3,4 and 5 perform a musical Easter Passion Play each Spring term.

Year 6 put on a leaver’s production.

KS2 children perform in an evening Christmas service in the local church. We had the first one of these in December 2023 and it was very successful, so we aim to continue it as a new addition to our cycle of performances.

EYFS and KS1 perform nativity musicals each year.

We also put on impromptu performances in music lessons and assemblies.

Partnerships

We are part HAME (Harborough Alliance Music Education) and also have links with Leicestershire music, having performed at the De Montfort Hall on several occasions.

Though Sam Haigh, the peripatetic brass teacher, we have links with Kibworth Brass band, and have performed with them in the past.

Part B: Co-curricular music

We have peripatetic teaching, which includes two piano teachers, one violin teacher and a brass teacher

The brass teacher teaches baritone, cornet and trombone as whole class ensemble teaching to all Year 3 children, for one term. Following this experience, the Year 3 children are invited to continue with individual lessons with the same teacher. The

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teacher also runs the school brass band, and he leads Kibworth Youth Band, so there are very clear progression routes for brass players.

We have a school choir for anyone in Years 3 to 6. This has grown dramatically following a change of time and venue, from around 10 children to around 40 children.

We have a taiko (drumming) group which runs at 8am on Friday mornings and is attended currently by 27 KS2 children.

This year we have also started an after school taiko band for leavers and Y6 children, so that there is a route to progress, rather than it finishing at Year 6

Part C: Musical experiences

There is a singing assembly once a week for all age groups.

All Year groups have 4 different pieces of music to listen to (and watch on screen) each term. Over their school life this covers a wide, diverse range of musical styles and people from different cultures.

Every two years, all of Year 5 and Year 6 attend Young Voices, which is a singing event with a professional band and street dance group. This takes place at Birmingham Arena on the NEC site and each child gets to go once in their school life.

Being part of HAME, we now get more invites to watch performances by secondary school pupils. In the future

This year the 15 minutes of curriculum music time, led by class teachers, is being timetabled. In the past it has been left to teachers' discretion as to when they do it, but it is hoped that timetabling it will improve the consistency of the offer.

We are working to develop Multi school performances, starting in November 2024 at Robert Symth Academy. These performances were common place pre-Covid19 pandemic and are now developing once again.

Provision for some teacher training, to develop a whole school community and culture of music making.

From this year we are planning on inviting in live performers at least once a year and looking for opportunities to take the children to professional venues to experience live music. We are grateful to FoCLS (Friends of Church Langton School) for their support with funding for this project.