

Music development plan summary: *Middle Barton Primary School*

Overview

Detail	Information
Academic year that this summary covers	2024/2025
Date this summary was published	October 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Jenny Epsom
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Oxfordshire
Name of other music education organisation(s) (if partnership in place)	

This is a summary of how our school, Middle Barton Primary 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

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

<i>Class</i>	<i>Time dedicated to curriculum music teaching each week</i>
Acorns (EYFS/Y1)	45 minutes
Maples (Y2/3)	45 minutes
Willows (Y4/5)	45 minutes
Oaks (Y4/5)	45 minutes

At our school we use the Kapow scheme of learning for all music lessons. Curriculum music lessons are informed by the Model Music Curriculum (non statutory guidance for music teaching) and 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.

Acorns (EYFS/Y1)	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 '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.

Maples (Y2/3)	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	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. *

Willows (Y4/5)	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. *

Oaks (Y5/6)	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Composition 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 12 bar blues and improvisation in pairs. *
Spring 1: South and West Africa	Singing unaccompanied and incorporating movement.	Performing 'Shosholozza' as a class. *
Spring 2: Theme and 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 leavers' song in assembly.*

Part B: Co-curricular music

- All pupils are given the opportunity to sign onto additional lessons in piano and/or guitar led by external teachers.
- KS2 pupils are invited to attend our after-school choir club.

- Y5/6 opportunities to attend AIM music workshop at our partnership secondary school, Chipping Norton School.

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.

- November 2024 – Choir attending *Children singing for children*
- December 2024 - Whole school pantomime trip
- December 2024 – KS1 Nativity and KS2 Carols performances
- April 2025 – Whole school music performance
- July 2025 – Choir attending *Festival of voices*
- July 2025 – Year 6 musical performance to parents and school
- July 2025 – Year 6 leavers assembly to parents and school

In the future

- Offer an instrumental scheme that will give some pupils an opportunity to learn an instrument for a prolonged period, allowing them to develop technical proficiency on a single instrument.
- Find links with other schools or local music hubs in order to develop extracurricular opportunities.

Further information

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.