Music development plan summary: Beacon Federation

Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	Spring 2025
Date this summary will be reviewed	Autumn 2025
Name of the school music leads	A Sanders and P Delaine
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Norfolk & Suffolk Music Hub
Name of other music education organisation(s) (if partnership in place)	

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

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.

We believe that the purpose of music is for pupils to make more music, to think musically and to become more musical. We want children to think consciously and unconsciously about music and to create long-term changes through the experiences they have at school when they encounter music: when they learn to sing and learn an instrument and when they learn about music (e.g. styles, composers theory and elements of music. We strongly believe that everyone is a musician, and we have a clear progression of skills to support each child's potential. Through our global curriculum, our children encounter and learn about a range of music and musical styles from a wide range of times and places. We have built a bespoke framework of our expectations for each Year Group at Beacon.

At all stages we aim for children to learn to produce a high-quality sound (the emphasis here is on *making music*) and we give children a narrow choice of instruments to learn

in depth (2 years of guitar and then 2 years of brass). We foster a productive struggle in learning music, such as when children are given challenges such as singing in parts in singing lessons. When singing, children are taught singing techniques and good posture, singing a range of song-types, including songs rooted deeply in British culture (such as traditional hymns and carols) as well as more recent songs.

We use the correct technical vocabulary with children at an age appropriate level and these are displayed in classrooms because we want children to be able to use this language when they are talking and thinking about music

Music at Beacon is given the same level of assessment priority as other subjects through the use of 'Evidence Me' assessing against the framework and regular instrument assessments to support retaining knowledge and skills long term.

Music is taught to every child at Beacon at least twice a week and often more.

Early Years:

Children in EYFS at Beacon sing every day in a range of lessons. Children in Year R sing with the whole school every week and join Key Stage 1 for a weekly singing lesson with a music specialist. Children listen to and make music using musical instruments both in adult-led activities and as part of continuous provision. Year R children also have a lesson from the Charanga programme of learning each week which includes a variety of adult-led and child-initiated activities delivered through planning and play. All the musical learning in Charanga is focussed around nursery rhymes and action songs. An overview of the Charanga programme for Year R is available here.

We follow a bespoke, long-term plan for EYFS which is informed by Development Matters and Birth to 5, underpinned by the Early years foundation stage statutory framework. Our long-term plan can be found on the websites of our schools.

Key Stage 1:

Music teaching and learning fulfills the requirements of the National Curriculum programme of learning. Children sing frequently throughout a typical week, such as in class with their teacher, in singing lessons with a singing specialist and with the whole school. The children have weekly, teacher-led music lessons using a bespoke scheme using resources in Charanga, mainly covering the 'Performing', 'Composing' aspects of music. In addition, children have separate listening and appraising lessons, also following a custom-made scheme using high-quality resources from Charanga.

Key Stage 2:

Music teaching and learning fulfills the requirements of the National Curriculum programme of learning. Key Stage 2 children at Beacon receive singing lessons from a

specialist every week and also sing with the whole school. Children in Years 3 and 4 receive two years of guitar lessons from a specialist guitar teacher and are loaned a guitar to take home for the entire duration of their time in Lower Key Stage 2. Children in Years 5 and 6 are loaned a brass instrument and receive weekly lessons from a specialist brass instrument teacher for two years. We expect the children to take their instruments home after lessons to practise and we make a formal assessment of the children's ability to play their instrument at the beginning and end of each year in Key Stage 2.

While the instrument lessons cover the 'Performing', 'Composing' and 'Notation' aspects of music, Key Stage 2 children also have separate listening and appraising lessons, also following a custom-made scheme using resources from Charanga.

SEND:

We strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music. More details about SEND at Beacon can be found on the schools' websites.

Part B: Extra-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.

At Beacon *all* children are given four years of instrument tuition in two different instruments which includes the exclusive use of those instruments for the duration of the tuition. This is offered at no additional charge to families.

Other opportunities offered have included:

- Singing at the church at the Christmas evening carol service (e.g. Darkes' setting of '*In The Bleak Midwinter*' and Bob Chilcott's setting of '*The First Noel*')
- Singing in Key Stage 2 Summer Term productions (e.g. *Joseph and the Amazing Technicolour Dreamcoat*, *The Tempest*)
- Singing at Norwich cathedral for an evening service
- Handbells club at lunchtime
- Musical Theatre Club (after 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.

In addition to planned curriculum time for music, children also have additional musical experiences. These include:

- Performing in trumpet concerts
- Playing the 'Last Post' at the war memorial for Armistice Day
- Year 4 visit to Norwich cathedral for an organ day (playing the WOOFT organ and visit to organ loft at Norwich, hearing the organ played)
- Performing in Key Stage 2 Summer Term productions
- Performing in Spring Term Key Stage 1 productions
- Singing and playing in Christmas concerts and services
- Singing in collective worship
- Watching and listening to visiting companies (e.g. panto)

Where these experiences and events take place in school during lesson time, we make no additional charge. Where an experience incurs a cost to the school (such as the cost of tickets or travel) we ask for a voluntary contribution from families. Where children are eligible for pupil premium, a charge will not be made. Charging will always be in line with the school's charging policy.

In the future

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

We will make more use of the built-in tools in Evidence Me to better understand what our observations and assessments tell us about children's attainment in music in our schools and how we can use this information to gain a more complete understanding of the attainment of individual children in music and be able to respond to this.

We aim to continue to develop more musical experiences for children both in and out of curriculum time, for example in taking part in the Norfolk Music Festival.