

# Music Development Plan

[James Knott CoE Primary School] | 2024/25

<i>Academic year this summary covers</i>	<i>2024/2025</i>
<i>Date this summary was published</i>	<i>5.9.24 (v1)</i>
<i>Date this summary will be reviewed</i>	<i>September 2025</i>
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<i>Name of Local Music Hub</i>	<i>Music Partnership North: Northumberland</i>

## Links:

[National Curriculum for Music Education](#)

[Model Music Curriculum](#)

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Local Plan for Music Education](#) (Music Partnership North: Northumberland)

[EYFS Music Curriculum NCEA](#)

[EYFS Core Songs & Rhymes](#)

[NCEA Music Curriculum Planning Document](#)

[NCEA Music Intent](#)

[NCEA Singing Strategy](#)

[NCEA Composition Strategy](#)

[NCEA Listening Strategy](#)

# Music at James Knott

## Curriculum Music

Area	What happens now	What we would like to see
<p><b>Overview</b></p>	<p>Our <i>EYFS Music Curriculum</i> is based on <a href="#">Development Matters</a> and has been devised to progress from our 2 year old provision through to Nursery and Reception and linked to the KS 1 curriculum and beyond to ensure meaningful musical progression. (Please see our <a href="#">EY Music Curriculum plan</a>)</p> <p>In EYFS, our pupils take part in action songs and rhymes that are sung daily, taken initially from our <a href="#">‘core’ songs &amp; rhyme bank</a>. They explore musical instruments and how to make sounds in different ways.</p> <p>They listen and move to different genres of music and are encouraged to express their feelings as well as making their own music, dancing and singing.</p> <p>Music is delivered with a ‘little and often’ approach and very much used to enhance the learning of all areas of the curriculum</p> <p><b>KS1 / 2</b> - We follow the <a href="#">National Curriculum for Music Education</a>. Music is also delivered with a ‘little and often’ approach, equalling approximately 1 hour per week.</p> <p>Our classroom staff teach <b>Curriculum Music Lessons</b> which tie in to our lines of enquiry and have been specifically planned by our Head of Primary Music to support non specialists in delivering the musical skills and knowledge as set out in the <a href="#">Model Music Curriculum</a>. Children sing, perform, appreciate, listen and compose during musical activities which tie in to our lines of enquiry and are fully planned and resourced for our staff.</p> <p>There are also <b>stand alone music lessons</b> throughout the year to be delivered by the classroom teacher, which tie in to events such as World Music Day, Black History Month, International Women’s Day and Pride.</p> <p>We also have <b>curriculum projects</b> which are delivered by our Trust music specialist. These are often more practical sessions which draw on the performance and multi instrumental skills of our Head of Primary Music.</p> <p>See our <a href="#">Music Curriculum Planning Document</a> for further information.</p>	<p>Staff using the word ‘pulse’ instead of ‘beat’</p> <p>Staff using the ‘core’ EYFS songs &amp; rhymes before exploring other material</p> <p>Staff to develop their outdoor music areas</p> <p>Staff to use the newly created EYFS Music Planning Ideas document</p> <p>Further training for year group specific staff to grow confidence with practical music making, especially composition</p> <p><b>Listening:</b> Further ‘listening’ to music during transitional periods</p> <p><b>Singing:</b> That more staff use language relating to posture / breathing when singing during non music lessons.</p>

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<p><b>Whole Class Ensemble Tuition</b></p>	<p>In <b>Years 3, 4 &amp; 5</b> our pupils receive <b>whole class instrumental tuition</b> through our Recorder &amp; Saxophone ‘Karate’ scheme of work. Pupils can choose to continue learning in small groups in year 6.</p> <p><b>Who takes part</b> - Year 3 (Recorder), Year 4/5 (JSax), Year 6 (Alto Sax / Soprano Sax / Clarinet)</p> <p><b>Length of experience</b> - Pupils complete ‘Recorder Karate’ for one term in year 3. This introduces them to musical notation and basic classroom behaviour expectations of whole class learning including performance etiquette.</p> <p>Saxophone Karate’ commences in year 4 and pupils follow this scheme of work until the end of year 5. This enables pupils to make meaningful progress on one instrument whilst also learning music theory. They learn the same instrument for 2 years.</p> <p><b>Who leads it</b> - Whole class lessons are delivered by our Head of Primary Music, with additional support from Jo Woodcock; a peripatetic music tutor and professional saxophone player.</p> <p><b>How instruments are provided / managed</b> - in year 3 pupils are given a coloured recorder of their choice which they are able to purchase off the school if they wish. This gives pupils ownership and a sense of excitement about the project.</p> <p>In year 4, a NUVO Jsax is allocated to each child. This will be their instrument until the end of Year 5 and they are encouraged to respect the instrument and look after it.</p> <p>Our Head of Primary Music manages our instrument stock. Pupils are able to take home their instrument if a small returnable deposit is paid. In order to ensure pupils from low income households are still able to practise at home, an agreement can be made with the parent / carer if they agree to help look after the instrument. Parents / carers can choose to request a deposit refund at any time or choose to donate this to our school fund. The money will support the purchase of additional music resources for the school.</p> <p>Where possible, we try to help families purchase their child their own, affordable instrument. This could be the one they are learning on, a second hand instrument from our stores, or a new instrument from a music shop. We try to make this easy and affordable with the schools Rent to Buy Instrument Scheme which spreads the cost over 10 months with no</p>	<p>Digital resources are available for pupils to use to practise at home but we need to develop a better way to share these with our pupils</p>

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	<p>interest to pay. If a deposit has already been paid, this will be taken off the total cost. This scheme enables us to replenish our whole class stock with new instruments.</p> <p><b>How it is budgeted and paid for</b> - Our instruments have almost exclusively been purchased over the years using funds from a variety of external sources. Universal Music UK Sound Foundation, the Endowment Fund etc.</p> <p>Funding for the whole class &amp; small group lessons comes out of the school budget.</p> <p>During musical performances and events we always have a raffle, refreshments or other means of fundraising which enables us to purchase miscellaneous items as required. We request that pupils make a donation towards the cost of books, reeds, valve oil etc if they are having lessons in small groups however it is made clear that this should not be a barrier for pupils from low income households receiving lessons.</p> <p><b>Continuation options</b> - Miss Woodcock teaches alto / soprano saxophone &amp; clarinet to our year 6 pupils who choose to continue learning their instrument following whole class tuition. The aim is to complete an inhouse grade 1 assessment at the end of year 6, following the conventions of an ABRSM exam and moderated by the Director of Creative Arts from Dukes Secondary School to aid with transition.</p> <p>Miss Woodcock also works with NCEA for transition events involving the secondary school. This has very much helped with pupils continuing with their instrumental lessons and helped build a strong Concert Band up at Dukes.</p> <p>If a pupil decides to continue with lessons in year 6 we upgrade them from their plastic instrument to a metal instrument.</p>	<p>Some saxophones are too large for year 6 pupils. Offer clarinet to those pupils</p>
<p><b>CoCurricular / Cultural Capital Music Experiences</b></p>	<ul style="list-style-type: none"> <li>- <b>EYFS - Early Years Music Workshops</b></li> <li>- <i>To be introduced</i></li> <li>- <i>Year 1 - still to plan</i></li> <li>- <b>Year 2 - Theatre Visit</b></li> </ul> <p>Cinderella @ Blyth Phoenix Theatre</p> <ul style="list-style-type: none"> <li>- <b>Year 3 - Miners Picnic</b></li> </ul> <p>Vocal and artistic workshops culminating in a whole Trust Miners Picnic celebration</p> <ul style="list-style-type: none"> <li>- <b>Year 3 - Country Dancing</b></li> </ul> <p>Performing traditional dances with a live band</p>	<p>To introduce EYFS Music Workshops</p> <p>An event is required for year 1 pupils.</p>

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	<ul style="list-style-type: none"> <li>- Year 4 - Still to plan</li> <li>- Year 5 - Still to plan</li>   <li>- <b>Year 6 - Touring Production - 'Dragon'</b> Innovative puppetry theatre featuring a blend of digital animation and live puppetry.</li>   <li>- <b>Year 6 - World Music Sessions</b> Using our specialist Gamelan Room at the Robert Stephenson building and Steel Pan set.</li> </ul>	<p>An event is required for year 4 pupils.</p> <p>An event is required for year 5 pupils.</p>
<p><b>Extra Curricular Music</b></p>	<p>At James Knott, we currently have a school choir. We hope to start a KS2 Woodwind Group later in the year so that instrumentalists also have an extra curricular opportunity.</p> <p>Mondays 3.30pm - 4pm - <b>School Choir Years 1-6</b> - with Mrs Stewart</p> <p>Tuesdays 3.30pm - 4.30pm (Autumn Term) - <b>Little Movers, Reception - Year 2</b> with Little Movers</p> <p>Thursdays (Spring Term) 3.30pm - 4.30pm - <b>Dance Funk Club Years 3-6</b> with All Star Productions</p> <p><b>Outcomes (impact), including continuation rate</b> The uptake for clubs varies year on year, and there is normally a drop off after the first few weeks in September if pupils decide it's not something they would like to continue with. From this point the clubs generally have the same 'core' group of pupils attending and are encouraged to continue for the full term so that they can take part in an end of term performance.</p> <p>We offer <b>VIP Golden Tickets</b> to join extra curricular groups to those who show a particular talent and children recognise that these are very special invitations.</p> <p>Our extra curricular groups have performance opportunities each term and recordings are regularly posted on to <a href="http://www.soundcloud.com">www.soundcloud.com</a> so that parents / carers can listen at home.</p> <p><b>Autumn Term</b> Choir - Care Home Carols &amp; Playground Performance</p>	<p>Children's resilience to improve with regards to commitment - i.e not quitting a group just before a performance</p> <p>Start a woodwind group</p>

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	<p><b>Spring Term</b> Choir / Woodwind Group - Annual Music Showcase</p> <p><b>Summer Term</b> Choir / Woodwind Group - Proms in the Playgroup Performances</p>	
<p><b>Singing</b></p>	<p>We are a Singing Ambassador school for Music Partnership North: Northumberland</p> <p>Children sing regularly with both our Singing Praises Leader, in assemblies and with their own teaching staff. Pupils should aim to sing their songs with good posture, tone and diction. Singing is encouraged in other lessons to help explore subject content in all areas of the curriculum.</p> <p>Our 'core' EYFS Songs &amp; Rhymes and Singing Praises repertoire allows effective progression through the year groups. This was implemented in September 2023 and will enable students to learn a wide variety repertoire from various time periods and styles, eventually leading to confident part and harmony singing in larger groups.</p> <p>Classes have access to additional singing workshops and events such as The Hirst Park Revival Project. Those who take part in Choir also have the opportunity to sing in concerts alongside groups such as Rock Choir, Choir by the Sea and the Ashington Music Society.</p> <p>Pupils hear recordings of singers regularly as part of our set Listening pieces, and listen to staff model singing when in class / assemblies. As the majority of our staff are female, students do not often hear live male singers.</p> <p>Pupils in years 1-6 can access a regular school extra curricular choir, as well as an NCEAT Primary Choir for selected events throughout the year.</p> <p><b><u>Singing Performance Opportunities</u></b></p> <p><b>Autumn Term</b> Harvest Festival Christmas Church Services Christmas Production <i>Choir - Playground Performance / Care Home Carols</i></p> <p><b>Spring Term</b> Easter Church Services</p>	<p>Many of our students project too much which impacts the quality of sound over all. We would like to see staff using language around projection and volume in order to ensure quieter, higher quality singing.</p> <p>Part singing in assemblies to be introduced where possible</p> <p>Year 6 pupils to remain engaged with singing throughout the year as pupils can become reluctant to sing towards the end of KS2</p> <p>Classroom staff should do more to encourage children to adopt the 'Superhero - Supersinger' pose to increase confidence, elevate self esteem and ensure good posture for singing</p>

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	<p><i>Choir - Grace Darling Music Showcase</i> <i>NCEA Trust Choir - Rock Choir Performance</i></p> <p><b>Summer Term</b> Year 1 Specialist Project - Classroom Choir <i>Choir - Proms in the Playground Performance</i></p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● 'Core' EYFS progression songs and rhymes</li> <li>● 'Core' Singing Praises songs &amp; hymns</li> <li>● Out of the Ark – with 'Words on Screen' eSong books to support literacy</li> <li>● Selected youtube / NCEA 'Words of Screen' videos</li> <li>● Seasonal song lists with booklets to support literacy</li> </ul> <p>We also have a Trust Staff Choir which meets approximately once every half term, lead by our Head of Primary Music. This group perform at events such as the Staff Christmas Service.</p>	<p>We would like to introduce accompanying makaton videos for use in assemblies</p>
<b>Resources</b>	<p>KS1&amp;2 have an excellent <b>instrument resource bank</b> which staff are able to easily access if needed during music lessons, which includes a classroom set of mixed percussion instruments, a whole class set of glockenspiels as well as a piano, guitars, and additional percussion instruments.</p> <p>All tuned instruments are colour coded using the colours of the rainbow, with C first being red. This supports the teaching of music to multiple instruments at once.</p> <p>These instruments are kept in the main corridor for staff to access when needed. Children are encouraged to use their instrument from whole class / small group instrumental learning if appropriate to the task.</p> <p>We have recently created 'Active Music Listening' boxes, containing items such as scarves for use within music sessions.</p> <p>EYFS classrooms contain boxes of mixed percussion instruments as well as outdoor music areas. This area contains instruments such as boomwhackers, dustbin lids and bells.</p>	<p>Staff access classroom percussion instruments and use correct beaters / vocabulary when using them</p> <p>-To update our classroom percussion boxes, ensuring a wide variety of instruments and relevant beaters.</p> <p>- Music Composition boxes created to support composition within the classroom</p> <p>-Keyboards placed in all EYFS areas alongside simple notation</p>
<b>Technology</b>	<p>There are class sets of Chromebooks, PC's and iPads in our school which can be booked and used when needed.</p>	

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	<p>At James Knott CoE Primary school, we use 'Purple Mash' for Computing, and it is through this <b>digital resource</b> pupils can complete several composition tasks as a cross curricular activity.</p> <p>We also use websites such as the Dallas Symphony Orchestra Listening Guide and Youtube when needed to play examples for pupils where this is not possible to demonstrate live.</p> <p>Staff upload recordings to the '<a href="#">Soundcloud</a>' website, allowing pupils to showcase their work to a wider audience and encourage parent engagement. An award is presented each half term within Achievement Assembly to the group with the most amount of 'listens' in that time period. Staff can view and share online statistics with pupils re global location of listens, top plays, social shares. This opens conversations around online safety, geography etc.</p>	<p>More consistent uploads of performances from curriculum music lessons as well as instrumental lessons</p>
<p><b>Opportunities to experience live music performance</b></p>	<p>Pupils have the opportunity to listen to live music many times throughout their time in primary school. This is both within school and whilst on educational visits.</p> <p>Our excellent links with local groups such as Choir by the Sea, The Jayess Newbiggin Brass Band and The Band of The Royal Regiment of Fusiliers has enabled live music to play a prominent part at our school.</p> <p>In order to create small ensembles for performances we also draw on our strong links with musician parents, carers and our feeder secondary school. These performance opportunities are <b>all free for pupils</b>.</p> <p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>- Live Last Post performance in Remembrance Day Assembly</li> <li>- Christmas Lunch Band - Approx 10 musicians from the Community &amp; Dukes perform Christmas arrangements whilst pupils enjoy their Christmas dinner.</li> <li>- Choir Performance - during their last rehearsal of the term, choir sing Christmas songs outside across hometime for the school community.</li> </ul> <p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>- Community Band - Inspiring performance as part of the Music Showcase</li> </ul> <p><b>Summer Term</b></p>	<p>Parents to be involved with the community band which consists currently of just staff</p>



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	<p>- Miners Picnic (Y3) - Dukes Wind Band to perform for Banner Parade, then Community Band to perform over lunch time -Proms in the Playground - Our extra curricular groups perform outside for the local community across hometime</p> <p>Pupils also hear staff playing instruments such as piano &amp; guitar in assemblies. Staff are encouraged to share their love of music with our pupils, especially if they are musicians themselves.</p> <p>We have recently developed a relationship with the new <b>Yamaha School of Music in Blyth</b>. They will be sending a team of tutors in for a whole school performance assembly at the start of this academic year 24/25 for free.</p> <p>Our use of school mini buses keeps transport costs to a minimum. Where possible we apply to grants to cover the costs of transport or use money generated from showcases etc to subsidise this. We rarely ask for parental contributions..</p>	<p>YSM offer Monday morning concerts. We would like to take our Y6 instrumental continuers to concerts planned featuring saxophones</p>
<b>Inclusion</b>	<p><b>Adaptation</b> - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.</p> <p><b>SEND</b> - We will 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.</p> <p><b>Assessment</b> - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Key Words relevant to each stage of musical learning. Children who are showing a greater depth are also pushed further and given support by staff.</p> <p>Assessments are used diagnostically by teachers to evaluate learning and inform teaching.</p> <p>Formative assessments are recorded on our foundation subject assessment trackers, whilst the 'belt' system is used for our Karate schemes of work.</p>	<p>Additional resources for our EYFS SEND children</p>

## 2024/2025 Focus Areas

Arrange to take Y6 instrumentalists to Yamaha Music School concerts Monday Mornings	
To update our classroom percussion boxes, ensuring a wide variety of instruments and relevant beaters.	<b>Achieved September 2024</b> <i>Instruments sorted into 2 classroom musical instrument boxes, new ones purchased where needed. New wooden and soft rubber beaters purchased. All broken instruments are gone. Spare instruments given to EYFS classrooms. At least 3 of each instrument in the box. Also included information re types of beaters / instruments in each box.</i>
Additional resources for our EYFS SEND children	
Staff to use the newly created EYFS Music Planning Ideas document to share good practise and ideas	
To introduce EYFS Music Specialist Sessions	
Some saxophones are too large for year 6 pupils. Offer clarinet to those pupils	<b>Achieved September 2024</b> <i>Introduced clarinet option for those who wish to continue but whose hands are not large enough to play the saxophone</i>