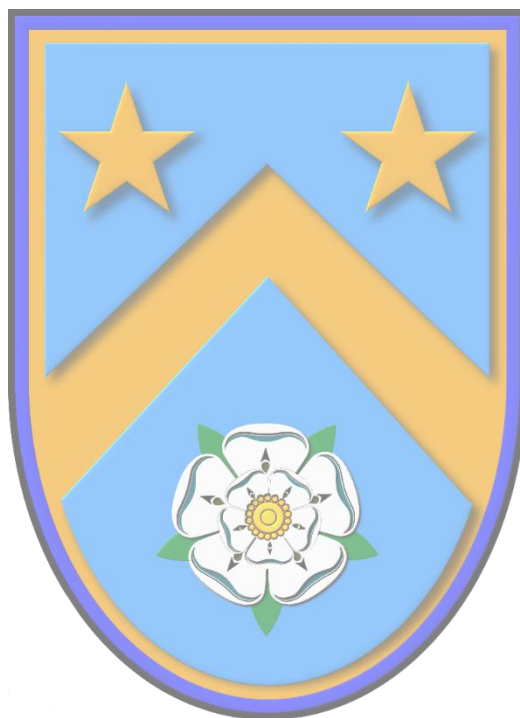


# Music development plan: Woodhouse Primary School



Mrs S Gooseman  
Summer 2024



Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Sally Gooseman
Name of school leadership team member with responsibility for music (if different)	Anne Crane
Name of local music hub	Calderdale Music
Name of other music education organisation(s) (if partnership in place)	Rastrick High School

This document outlines our music development plan for the academic year of 2024-25.

This document sets out how our school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 and 2
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

Our curriculum aims to engage and inspire pupils, cultivating their skills of performing, composing, listening, and appraising whilst developing an appreciation of music.

Provision is reviewed regularly to ensure that pupils are exposed to a variety of genres and styles across a range of historical periods to current times with the aim of building pupils' self-confidence and developing creativity.

*As pupils move through the school, they will:*

- Listen to and evaluate a range of music across historical periods, genres and styles
- Create and compose, both individually and in collaboration with increasing control
- Understand how music is created and communicated and become familiar with musical terms: pitch, dynamics, duration, tempo, timbre, texture and structure

*Pupils will be taught:*

- To play and perform in solo and ensemble contexts
- To improvise and compose music for a range of purposes using a range of notation to record their ideas
- To appreciate a wide range of live and recorded music drawn from great composers and musicians such as Beethoven, Holst, Britten and Vivaldi through whole school composer of the month and composer of the year in KS2
- To appreciate and understand the history of music drawn from different traditions

We endeavour to expose our pupils to a range of musical experiences through additional musical opportunities such as choir, music ensembles, singing at public events such as Voices Together and musical collaborations with our local community.

## Part A: Curriculum music

### Implementation

At Woodhouse, we use Charanga which is a national music scheme, to teach the National Curriculum from Reception to Year 6. There are 6 units for each year group throughout the year which incorporates the different strands of singing, performing, listening, appraising, composing and learning musical terms and vocabulary. In Autumn 2, each class learns songs for Christmas concerts or their nativity show. In Summer 2, Year 6 perform an end of year concert to the school and parents. Music is taught every week for up to an hour from Year 1 – 6. In the foundation stage, music is taught more frequently through songs and rhymes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me	Christmas Songs / nativity	Everyone	Our World	Big bear funk	Reflect, rewind and replay
Year 1	Hey you	Christmas songs	Rhythm in the way we walk	Round and round	Your imagination	Reflect, rewind and replay
Year 2	Hands, feet, heart	Christmas songs / nativity	I Wanna Play in a Band	Zoo Time	Friendship song	Reflect, rewind and Replay
Year 3	Let your spirit fly	Christmas songs	Three little birds	The dragon song	Bringing us together	Reflect, rewind and replay
Year 4	Mamma mia	Christmas songs	Stop	Lean on me	Blackbird	Reflect, rewind and replay
Year 5	Living on a prayer	Christmas songs	Make you feel my love	Fresh prince	Dancing in the street	Reflect, rewind and replay
Year 6	Happy	Christmas songs	Classroom jazz 1	<b>Either</b> You've got a friend / Music and me	Y6 concert	Y6 concert

### Lesson content



Within the music lesson, there are many different skills taught every week. The lesson often starts with listening and appraising, and the children are exposed to many different styles and genres of music. They are encouraged to use musical vocabulary when they are listening and talking about the music. Next, the children practise rhythms and the steady beat in the warmup games. Every week, the children learn how to sing a song focusing on the melody and practising singing together ready to perform. Over the weeks, they perform with instruments (tuned and untuned) and develop skills in improvisation. The children then compose melodies and rhythms working as a whole class then in smaller groups. Children have access to tuned and untuned percussion instruments throughout school. We have a class set of glockenspiels, several keyboards, recorders and ocarinas as well as various untuned percussion instruments.


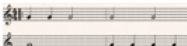
## Planning

All staff follow the 'Essential Knowledge' document to teach skills and vocabulary to ensure progression throughout school. Staff also use the Charanga planning documents to inform their teaching.

	Singing	Playing an instrument	Listen and appraise	Composing	Key vocabulary (see glossary)
Three and Four Year Olds	Children sing a large repertoire of songs. Children sing the pitch of a tone sung by another person ("pitch match"). Children sing the melodic shape of familiar songs.	Children play instruments with increasing control to express their feelings and ideas.	Children listen with increased attention to sounds. Children respond to what they've heard expressing their thoughts and feelings.	Children create their own songs or improvise a song around one they know.	
Reception	Children learn rhymes, <u>poems</u> and songs. Children sing in a group or on their own increasingly matching the pitch and following the melody.	Children perform solo or in groups.	Children listen carefully to rhymes and songs paying attention to how they sound. Children listen attentively, move <u>to</u> and talk about music expressing their feelings and responses.	Children explore and engage in music making (and dance).	rhythm beat pitch
Early Learning Goal	Children sing a range of well-known nursery rhymes and songs.	Children perform songs, rhymes, <u>poems</u> and stories with others and (when appropriate) try to move in time with music.			

	Singing	Playing an instrument	Listen and appraise	Composing	Key vocabulary (see glossary)
KS INC statement	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Play tuned and untuned instruments musically.	Listen with concentration and understanding to a range of high quality live and recorded music.	Experiment with, create, select and combine sounds using the inter-related dimensions of <u>music</u> (pulse, pitch, rhythm, dynamics, tempo, timbre, structure, texture)	
Year 1	<ul style="list-style-type: none"> <li>use their voice to speak, sing and <u>chant</u></li> <li>copy sounds or phrases</li> </ul>	<ul style="list-style-type: none"> <li>use instruments to perform with some <u>control</u></li> <li>clap and repeat short rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>say whether they like or dislike a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>make a sequence of <u>sounds</u></li> <li>represent sounds with simple shapes, <u>symbols</u> and marks (e.g. a cross to show a drum beat or a hand to represent a clap)</li> </ul>	dynamics pulse tempo texture timbre
Year 2	<ul style="list-style-type: none"> <li>sing and follow the melody (tune)</li> </ul>	<ul style="list-style-type: none"> <li>play simple rhythmic patterns on an <u>instrument</u> <u>keeping</u> a steady pulse (not speeding up or slowing down)</li> </ul>	<ul style="list-style-type: none"> <li>describe what they like or dislike about a piece of music, starting to use musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>order sounds to create a beginning, middle and an <u>end</u></li> <li>represent sounds with a range of symbols, <u>shapes</u> and marks</li> </ul>	verse chorus ending introduction tune

	Singing	Playing an instrument	Musical notation	Composing	Listen	Appraise	Key composer + historical context	Key vocabulary (see glossary)
<b>KS2 NC statement</b>	Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression.	Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression.	Use and understand staff and other musical notation.	Improvise and compose music for a range of purposes using the inter-related dimensions of music <small>(pulse, pitch, rhythm, dynamics, tempo, timbre, structure, texture).</small>	Listen with attention to detail and recall sounds with increasing aural memory.	Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.  Develop an understanding of the history of music.		
<b>Year 3</b>	<ul style="list-style-type: none"> <li>sing in unison accurately at a given pitch</li> </ul>	<ul style="list-style-type: none"> <li>play simple rhythmic patterns with a steady pulse</li> <li>clap a steady pulse of increasing or decreasing tempo</li> </ul>	<ul style="list-style-type: none"> <li>perform from graphic notation (higher symbol for higher pitch, bigger symbol for louder volume) and begin to perform from rhythm grids </li> <li>know that a crotchet ♩ is worth one beat and a minim ♪ is worth 2 beats</li> </ul>	<ul style="list-style-type: none"> <li>combine different sounds to create a specific mood or feeling</li> </ul>	<ul style="list-style-type: none"> <li>recognise elements of music (pitch, tempo, dynamics)</li> </ul>	<ul style="list-style-type: none"> <li>use musical vocabulary to explain what they like and dislike about a piece of music</li> </ul>	<p><b>Beethoven</b> <b>Classical</b></p> <p><i>Three Little Birds</i> <b>Bob Marley</b> <b>Reggae</b></p> <ul style="list-style-type: none"> <li>know the style indicators of reggae music </li> </ul>	<ul style="list-style-type: none"> <li>pentatonic scale</li> <li>ostinato</li> <li>solo melody performing</li> </ul>

<b>Year 4</b>	<ul style="list-style-type: none"> <li>sing songs in unison from memory with accurate pitch and begin to use expression through the use of dynamics</li> </ul>	<ul style="list-style-type: none"> <li>perform a simple part rhythmically</li> </ul>	<ul style="list-style-type: none"> <li>perform from rhythm grids and begin to perform from rhythm notation </li> <li>know that a semibreve ♩ is worth 4 beats and a quaver ♫ is worth 1/8 a beat</li> </ul>	<ul style="list-style-type: none"> <li>use notation to record compositions in a small group or individually</li> </ul>	<ul style="list-style-type: none"> <li>explain why silence is needed and what effect it has</li> </ul>	<ul style="list-style-type: none"> <li>describe and identify the different purposes of music</li> </ul>	<p><b>Vivaldi</b> <b>Baroque</b> (follows Year 4 learning about monarchs – previous knowledge about the Tudors)</p> <p><i>Blackbird</i> <b>The Beatles</b> <b>Pop</b> (links to British Culture and arts)</p> <ul style="list-style-type: none"> <li>know the style indicators of pop music</li> </ul>	<ul style="list-style-type: none"> <li>lyrics</li> <li>improvise</li> <li>composing</li> <li>melodic notation</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>maintain own part whilst others are performing their part</li> <li>use their understanding of meaning to add expression through the use of dynamics and tone</li> </ul>	<ul style="list-style-type: none"> <li>perform by ear</li> </ul>	<ul style="list-style-type: none"> <li>identify the notes in the spaces of the staff (FACE) and the lines (EGBDF)</li> <li>begin to perform from staff/stave/standard notation </li> </ul>	<ul style="list-style-type: none"> <li>compose music at an appropriate tempo which meets specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>repeat a phrase from the music after listening intently</li> </ul>	<ul style="list-style-type: none"> <li>describe, compare and evaluate music using musical vocabulary explain why they think their music is successful or unsuccessful</li> </ul>	<p><i>Living on a Prayer</i> <b>Bon Jovi</b> <b>Rock</b></p> <p><b>Holst</b> <b>Romantic</b> (links to Science space topic)</p> <ul style="list-style-type: none"> <li>know the style indicators of rock music</li> </ul>	<ul style="list-style-type: none"> <li><del>structure/form</del></li> <li><del>/ shape</del></li> <li><del>harmony</del></li> <li><del>ensemble</del></li> <li><del>style</del></li> <li><del>phrase</del></li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>sing in harmony confidently and accurately</li> <li>take the lead in a performance (optional)</li> </ul>	<ul style="list-style-type: none"> <li>perform parts from memory</li> <li>take the lead in a performance</li> </ul>	<ul style="list-style-type: none"> <li>perform from formal notation with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>use a variety of different musical devices in composition (including melody, rhythm and chords)</li> </ul>	<ul style="list-style-type: none"> <li>accurately recall a part of the music listened to</li> </ul>	<ul style="list-style-type: none"> <li>analyse features within different pieces of music using musical vocabulary</li> <li>refine and improve their work</li> </ul>	<p><b>Benjamin Britten</b> <b>20<sup>th</sup> Century</b></p>	<ul style="list-style-type: none"> <li>syncopation</li> <li>chord</li> <li>coda</li> <li>offbeat</li> </ul>

## Part B: Co-curricular music

At Woodhouse, we aim to provide opportunities for pupils to sing and play music outside of lesson time, including choir, and instrumental lessons.

Children have the opportunity to receive 1:1, paired or small group tuition from Calderdale Music or Rastrick High School. They have weekly lessons within school and are required to practise at home to develop skills in their instrument. We currently have children learning to play the flute, clarinet and piano. Lessons are set up directly between the parents and either Calderdale Music or Rastrick High School. Parents organise payments for the lessons and instrument hire (if needed) directly.

We provide opportunities for children to join the choir in key stage 1 and 2. This choir takes place in the autumn and spring/summer term to allow children the opportunity to perform at Christmas events and summer events including Voices Together. Children have opportunities to perform as a group in Christmas concerts, the carol service, visits to care homes, Woodhouse summer fayre, assemblies and 'Voices Together'.

We provide parents and carers with information from Calderdale Music on newsletters.

## Part C: Musical experiences

At Woodhouse, we endeavour to provide musical events and opportunities to enrich the musical experiences that the children have. These include singing in assembly, Christmas concerts and shows, Year 6 leavers' production and Voices Together.

Children in Key Stage 1 and 2 sing in weekly assemblies. The songs are carefully mapped out to link with themes which support our RESPECT values

**Be United:**  
**Be Safe:**  
**Be Creative:**  
**Be Caring:**  
**Be Bold**  
**Be Healthy**

The children are taught to sing in tune and learn how to sing with increasing control and expression. The songs are chosen carefully throughout the year building on difficulty as the year progresses. All children learn Christmas songs ready to take part in the Christmas carol service at church, and children from reception and year 2 learn songs and lines to create a Christmas show for the school and the parents / carers.

Every year, the children from years 3 – 6 watch a pantomime in the hall which is delivered by a professional company.

## In the future

We continue to look forward to develop our curriculum to engage and inspire pupils, cultivating their skills of performing, composing, listening, and appraising whilst developing an appreciation of music with the aim of building pupils' self-confidence and developing creativity.

Our vision includes: -

<b>Aim</b>	<b>Vision</b>
Timetabled curriculum music of at least one hour each week of the school year for key stages 1 and 2	Each year group to have an hour of music each week to ensure regular quality lessons
Access to lessons across a range of instruments, and voice	Continue to audit and replace instruments in school as the budget allows Singing will continue to be at the heart of our music curriculum
A school choir or vocal ensemble	Continue with key stage 2 choir Introduce a key stage 1 choir
A school ensemble, band or group	Introduce a recorder / ocarina club in school
Space for rehearsals and individual practice	Continue to provide areas for children to practise and have lessons (activity studio, study centre)
A termly school performance	Reception – Nativity Year 2 – Nativity Year 6 – Leavers' Production
Opportunities for children to perform	End of year concert for children who have been learning how to play an instrument to showcase and celebrate their success Choir to perform at various events
Opportunity to enjoy a live performance at least once a year	Voices Together Pantomime Links with RHS to invite musical students in to perform End of year 'Music Celebration'

