

Music development plan summary: Beamont Primary Academy

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	0.09.2024
Date this summary will be reviewed	04.09.2025
Name of the school music lead	Kayleigh Brogan
Name of school leadership team member with responsibility for music (if different)	Karen Morris
Name of local music hub	Liverpool City Region and Warrington Music Hub
Name of other music education organisation(s) (if partnership in place)	Presto Music School

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

At Beamont Primary Academy as part of a planned music curriculum pupils have opportunities to play instruments, compose, perform and appraise. Pupils are taught how to use their voices as an instrument and use body percussion. Music is taught by the class teacher using the scheme Charanga. Each half term learning is centred around a different song enabling children to understand musical concepts through a repetition-based approach. A music lesson at Beamont consists of 3 elements;

- Listening to and appraising different styles of music making comparisons to the song for that term
- Children then learn/build on their knowledge and understanding of the interrelated dimensions of music through singing games, improvisation and composing.
- Children then perform and share.

Pupils are introduced to a wide range of musical genres and music theory is woven throughout lessons to develop pupil's knowledge of the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and musical notations). At Beamont, our music curriculum has been developed in line with the model music curriculum (March 2021) published by the DFE. At the end of each year the final unit of work focuses on Reflecting, Rewinding and Replaying. This allows children to practise and improve on previous skills learnt and reflect on the new skills and knowledge they have gained that year.

Pupils with special educational needs (SEND) have full access to the music curriculum in all year groups and opportunities to engage with appropriate adaptations to support their individual special needs. We ensure that all pupils have access to high quality teaching as the school recognises that quality first teaching is the most effective lever in raising standard for both SEND pupils.

Early Years Foundation Stage (EYFS): Music is taught through the daily practice of learning and performing nursery rhymes, songs and poems which begins during week one of autumn term in nursery. Throughout EYFS there are opportunities to explore musical instruments in continuous provision such as the music wall in the outside area and the performance stage. Pupils in nursery also have access to 15 minutes per week of teacher led music completed with a music specialist that works throughout the school.

In Reception, pupils are encouraged to find the pulse, use their imaginations, dance and enjoy themselves whilst listening to different styles of music. Music is used to inspire imaginative movement in the children, initially free and child-led movement. Then children are taught to follow and copy instructions where children will learn how to respond verbally and with movement.

Key Stage 1 and Lower Key Stage 2: Pupils are taught one-hour weekly music lessons by their class teacher learning a new song every half term from a different style of music. Through questioning, children are encouraged to identify the different instruments used in a song, consider the style of the music and explain why they like or dislike the music using the new music vocabulary they have learnt. Children have the opportunity to learn to use the glockenspiel throughout these units of work.

Upper Key Stage 2: Pupils will continue to learn and refine the skills learnt in previous years by listening and appraising, improvising, performing and sharing. Children are challenged further to consider how old a song may be, how it makes them feel and justify their answers.

Across the year, pupils in each key stage have the opportunity to sing in weekly assemblies with their peers, they sing the songs identified in our curriculum plans.

Every year group from year 1-6 have the opportunity to sing and to play an instrument as a whole class in every music lesson. The children in EYFS have the opportunity to use instruments and create different sounds with them as part of the planned curriculum.

The school makes use of CPD opportunities provided by our local music hub (Accent Music Hub), the Music Mark award and we also utilise the skills of a musical specialists from Presto music school.

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.

There are a wide range of extra-curricular activities available to pupils at Beamont Primary Academy across each year. These are offered to all pupils and where appropriate vulnerable pupils and those with SEND are targeted to engage and supported to participate. All opportunities we offer are free to all.

Opportunities offered:

- Key stage 2 choir, with performance opportunities in school and the wider community.
- KS1 – Performance club.
- Peripatetic guitar lessons available for those who choose to sign up.
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Part C: Musical experiences

At Beamont Primary Academy, we offer pupils opportunities to engage with and perform outside of the classroom and our school building. Where there is a cost associated with this our PTA has fund raised to ensure that activities are accessible for all.

- At the end of the summer term, Year 6 complete an end of year musical performance for parents/carers.
- Y4/ 5/ 6 pupils attend Young Voices.
- Pupils have the opportunity to watch performances from professional musicians. For example, Presto music company.
- EYFS and KS1 pupils take part in a musical nativity show for their parents and carers.
- Key stage 2 pupils take part in a Christmas sing-a-long for parents and carers.
- Pupils watch live theatre performances in school.
- Pupils have performed within the community. For example, local retirement home, at summer fairs and town centre Christmas celebrations as well as annually at the Christmas Concert of the 75th Royal Engineers.
- Pupils perform alongside pupils from other schools including at Primary Arts Network events and concerts.

In the future

Plans are in place to continue to extend opportunities for pupils to take part in musical activity and extend their learning and skills. These include:

- Establishing links with local high schools to share musical experiences and performance.
- Extend the offer of musical instruction outside of the classroom.
- Secure additional opportunities for our pupils to perform in the local community and watch others perform.
- Re-instate Glee club for Key Stage 1 and Lower Key Stage 2 pupils.

Further information (optional)

Accent Music Hub - [Accent Music Hub | warrington.gov.uk](http://warrington.gov.uk)

[Music education: information for parents and young people - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Presto Music School - [MUSIC LESSONS WARRINGTON – Presto Music School](#)