

# Music development plan summary: Hollingwood Primary School

## Overview

Detail	Information
Academic year that this summary covers	2023-2024
Date this summary was published	June 2024
Date this summary will be reviewed	June 2025
Name of the school music lead	Mrs E. Berton
Name of school leadership team member with responsibility for music (if different)	Miss L. Clarke
Name of local music hub	Derbyshire Musical Partnership
Name of other music education organisation(s) (if partnership in place)	Charanga Music

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.

- [Music Subject Map.docx](#)

At our school we teach music to all children. Music forms part of the school curriculum to provide a broad and balanced education to all children. We want all our children to access an ambitious music curriculum. We believe in scaffolding up, and not dumbing down, the music curriculum. A number of adaptations are available for children who have additional barriers to their learning [Adaptations for Music Adapt.docx](#)

- Children at Hollingwood Primary School experience music teaching for an hour each week.

At Hollingwood Primary School, our curriculum is based on the National Curriculum for Key Stages 1 & 2 and the Early Years Foundation Stage Framework. These documents stipulate the expectations which inform the intent of our curriculum, ensuring a high ambition for all. Further ambition is gleaned through the use of expert resources from the Music Association.

Statements from the National Curriculum for music and from the 'understanding the world' educational programme of the EYFS have been broken down and sequenced into strands and year groups. We call this a key knowledge progression document (KKPD). It contains key substantive, procedural and disciplinary knowledge that children need to know and remember.

Composite knowledge from the KKPD is mapped on to a whole school long-term plan and sequenced onto a music subject map. Links are made across year groups and subjects through deliberate and diverse content choices.

Each music KKPD statement is broken down into component (granular) knowledge and key vocabulary. These are used to support the creation of learning sequences and to identify 'sticky knowledge' – the most important knowledge children need to remember for the next stage.

The music KKPD and component knowledge progression are used by teachers to create learning sequences and objectives. These are plotted on an enquiry or a discrete medium-term plan.

- Pupils have opportunities to sing as a whole class during music lessons at each key stage and build up a large and varied repertoire of songs throughout their time in school. They are exposed to instrument teaching from KS1 and take part in 10 weekly programmes for Percussion, String and Wind each year. They also have opportunities to follow programmes to learn glockenspiel, recorder and ukulele through the Charanga programme units yearly.
- Hollingwood Primary School has a strong and supportive link with The Derbyshire Music Partnership. The Partnership supports each key stage across school by providing peripatetic teachers who support the coverage of the music curriculum across every year group from Nursery to Year 6.
- We are part of the related Derbyshire's Charanga music programme and use it's units to further support teaching staff to deliver the music curriculum.
- As a school we have made links with The Royal Opera House School's Programme to support with coverage at UKS2.

## Part B: Extra-curricular music

As a school we take part in The Young Voices concert. The school choir rehearse out of lesson time from the Autumn term onwards and perform in the Spring term at the Utilita Arena Sheffield.

The school choir is open to all interested children across KS2 and is therefore not dependent on an audition performance.

The children experience being part of an arena-sized ensemble experience and gain a lot from the 'singing and performing' aspect of the music curriculum

## Part C: Musical experiences and performances.

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.

- Performances throughout the year offer opportunities to extend musical experience for example Harvest Festivals and Christmas concerts in EYFS, a yearly Nativity at KS1 and end of term concerts at Lower and Upper KS2 such as the opera Carmen are all important events in the school year. They give children the chance to both sing and perform instruments to accompany others singing. These events are ticketed for safe numbers but there is a small charge.
- The choir have the chance to also represent the school at other events across the school year. They have also visited care homes and local shopping centres to perform seasonal pieces as well as singing in assembly and at special events to showcase the songs they have learned during the Young Voices programme.
- Children are invited to perform at the end of their 10 week musical programme of study in percussion, woodwind and stringed instruments. Families are invited to share the children's progress and success at these occasions. These are free to parents.
- Visits to musicals, Shrek at a local theatre in and Wicked in London in recent years for KS2 children as well as local pantomimes and shows involving music for all year groups. These are paid events.

- Performing in school events as part of curriculum authentic outcomes, for example, African drumming and Bossa Nova workshops in EYFS. These are free to parents.

## In the future

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

Previously we have offered small group and individual peripatetic music teaching and this would be something that could offer additional opportunities to our children to learn beyond their music lessons again in the future. This is an area which I feel would enrich the musical experiences we offer as a school and would give those children a chance to learn, within reason, an instrument of their choice.

## Further information (optional)

Charanga [Home – Derby & Derbyshire Music Partnership \(charanga.com\)](https://www.charanga.com)

Royal Opera House [www.roh.org.uk](https://www.roh.org.uk)

Young Voices [Frontpage | Young Voices](https://www.youngvoices.org.uk)

[MUSIC Component Knowledge Progression 2023-24 FINAL.docx](#)