

# Music development plan summary: Crossflatts Primary School

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	22/05/2025
Date this summary will be reviewed	01/09/2025
Name of the school music lead	Helen Kemp
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	West Yorkshire 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.

Our Crossflatts curriculum music lessons are informed by the Model Music Curriculum and provide pupils with opportunities to:

- Listen to and evaluate music from diverse time periods and cultures.
- Learn how to create and control sound using their voices, as well as tunes and untuned instruments.
- Understand how music is communicated through various notation systems.
- Improvise and compose music.
- Perform musically in front of audiences of varying sizes.

An instrumental scheme is delivered by class teachers and gives pupils an opportunity to learn the glockenspiel and/or ukulele for a prolonged period, allowing them to develop technical proficiency on a single instrument.

<b>Year group</b>	<b>Time dedicated to curriculum music teaching each week</b>
<b>EYFS</b>	All terms: 45 minutes (+ continuous provision)
<b>Year 1</b>	All terms: 1 hour
<b>Year 2</b>	All terms: 1 hour
<b>Year 3</b>	All terms: 1 hour
<b>Year 4</b>	All terms: 1 hour
<b>Year 5</b>	All terms: 1 hour
<b>Year 6</b>	All terms: 1 hour

### Key Stage 1

<b>Year 1</b>	<b>Lesson opportunities to sing and play instruments</b>	<b>Lesson performance opportunities</b>
Autumn 1: Keeping the pulse	Singing a sentence, keeping a steady pulse. Keeping the pulse of the music and playing sound patterns using body percussion and untuned instruments.	Performing to the class in pairs to show pulse and rhythm.
Autumn 2: Tempo	Singing a short chant and song. Keeping the beat to a chant and song, using instruments.	Performing to the class in pairs, demonstrating a song at varying speeds.
Spring 1: Dynamics	Using untuned percussion instruments to create seaside sounds.	Performing in pairs for the class, demonstrating seaside sounds and their corresponding symbols.
Spring 2: Sound patterns	Practising different sound patterns using instruments.	Using instruments to tell the story of The Three Little Pigs to the class.
Summer 1: Pitch	Using tuner percussion instruments to play a simple tune.	Performing superhero theme tunes as a group to the class.
Summer 2: Musical symbols	Using tuned percussion and clapping to play different symbols to represent the sea.	Performing under the sea sounds as a group to the class.

<b>Year 2</b>	<b>Lesson opportunities to sing and play instruments</b>	<b>Lesson performance opportunities</b>
Autumn 1: Call and response	Using body percussion and voices to share call and response patterns.	Performing different call and response patterns in groups to the class.
Autumn 2: Instruments	Working in groups to use instruments and create music that matches a storyboard.	Working as a group to perform music to match the story of Jack and the Beanstalk.

Spring 1: Singing	Learning to sing three folk songs and using voices and body percussion.	Performing a folk song and composition as a group.	
Spring 2: Contrasting dynamics	Using vocal sounds and instruments to create space soundscapes.	Performing a space soundscape and sharing space symbols as a group.	
Summer 1: Structure	Using instruments to perform different sound patterns.	Performing sound patterns as a group using instruments.	
Summer 2: Pitch	Using tuned percussion instruments, children read from a score and perform a song.	Performing Once a Man Fell in a Well as a class using voice and instruments.	

## Lower Key Stage 2

<b>Year 3</b>	<b>Lesson opportunities to sing and play instruments</b>	<b>Lesson performance opportunities</b>
Autumn 1: Ballads	Singing in time and in tune with a song and incorporating actions.	Performing their own ballad in groups.
Autumn 2: Creating compositions for animation	Playing melodies and rhythms on tuned instruments which represent a section of animation.	Performing a group composition to represent animation.
Spring 1: Developing singing technique	Practising different warm ups and learning a song using a variety of different pitches.	Performing a song about the Vikings with associated action.
Spring 2: Pentatonic melodies and composition	Practising playing a pentatonic melody.	Performing a piece of music to represent the Chinese New Year.
Summer 1: Jazz	Experimenting with scat singing and syncopated rhythms.	Performing a jazz version of a nursery rhyme.
Summer 2: Indian music	Practising a traditional Indian song.	Performing the song Anile Vaa.

<b>Year 4</b>	<b>Lesson opportunities to sing and play instruments</b>	<b>Lesson performance opportunities</b>
Autumn 1: Body and tuned percussion	Experimenting with combining body percussion and tuned percussion instruments to create rhythms of the rainforest.	Performing group rainforest compositions to the class.
Autumn 2: Rock and roll	Learning a walking bass line on instruments.	Performing a rock and roll song as a class.
Spring 1: Changes in pitch, tempo and dynamics	Creating and practising vocal and percussive ostinatos.	Performing different ostinatos to represent a river in groups.

Spring 2: Haiku, music and performance	Creating music to compliment a Haiku, using voiced and instruments.	Performing music outside to celebrate Hanami.
Summer 1: South America	Practising a piece of music with four layers.	Performing a samba piece as a class
Summer 2: Romans	Learning to sing a song with a variety of pitches.	Performing The Road Building song as a class.

## Upper Key Stage 2

<b>Year 5</b>	<b>Lesson opportunities to sing and play instruments</b>	<b>Lesson performance opportunities</b>
Autumn 1: Composition notation	Creating and practising a piece of music using graphic notation.	Performing a composition to represent a pharaoh as a group.
Autumn 2: Blues	Practising the 12 bar blues chords accompanying bass line on instruments.	Performing the 12 bar blues and improvisation in pairs.
Spring 1: South and West Africa	Singing unaccompanied and incorporating movement.	Performing Shosholozza as a class.
Spring 2: Composition to represent the festival of colour	Creating a vocal piece to represent a picture.	Performing a vocal class composition.
Summer 1: Looping	N/A – pupils will be using technology	Sharing compositions.
Summer 2: Musical Theatre	Creating a musical theatre scene.	Performing a scene as a group to create a short class musical.

<b>Year 6</b>	<b>Lesson opportunities to sing and play instruments</b>	<b>Lesson performance opportunities</b>
Autumn 1: Dynamics, pitch and tempo	Creating a group composition.	Performing compositions as a group based on the piece Fingals Cave.
Autumn 2: Songs of WW2	Singing a song with a simple harmony.	Performing the White Cliffs Of Dover as a class.
Spring 1: Film music	Devising different musical ideas to represent a film.	Performing compositions to represent different scenes within Wallace and Gromit.
Spring 2: Theme and variation	Composing a multi-layered piece of music with voices, bodies and instruments.	Performing compositions in groups to create a class performance.
Summer 1: Baroque	Playing instruments using graphic and staff notation.	Performing Funky Fugue as a class.
Summer 2: Composing and performing a leavers song	Creating and practising a leavers song.	Performing leavers song to the school

## Part B: Music tuition, choirs and ensembles

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.

Pupils in Key Stage 2 are invited to take part in a weekly after school club Choir delivered by a class teacher who is an accomplished musician. The cost of choir is £2.00 per session.

All pupils are offered the opportunity to take part in weekly one to one music lessons delivered by Bradford Music & Arts Service. Links to this are found on the school website. Pupils are able to learn brass, percussion, guitar, piano, strings, woodwind and vocal coaching. The cost of group lessons is £70.00 per term or £188.00 per term for individual lessons.

Singing is embedded daily and a key component of school life from EYFS upwards. As well as singing in classrooms, pupils in Key Stage 1 and Key Stage 2 take part in weekly singing assemblies. Pupils learn a range of songs representing different genres, cultures and languages, as well as familiar and traditional songs.

Children sing and perform at special times of year including Nativity performances, Easter services and Harvest Festival. All children sing and perform in their year groups at the end of each academic year as part of Rose Day, which is an annual Crossflatts festival.

## 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.

Pupils across school have the opportunity to experience live music and performers regularly. Performers who have visited over the past few years include Plummer Drummer, Steel Drummers, Urban Strides/MC Grammar, Singtasia, Bumble tots and Bradford Music Service Orchestra.

Pupils have enjoyed taking part in Young Voices - the largest childrens concert choir in the world! - over the past few years. This year, 77 children across Key Stage 1 and Key Stage 2 attended Sheffield Arena to sing alongside hundreds of other primary schools.

Pupils also auditioned to take part in Song For Bingley with local rapper Wilko Wilkes. The children who were successful wrote, created and recorded 'This Is Bingley', an original song which will be premiered and performed on World Make Music Day at Bingley Arts Centre.

## In the future

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

Our aim for the future is to continue to deliver quality first teaching in Music, and to continue to engage the children in musical experiences, choirs and ensembles.

We hope to gain access to our condemned RAAC areas in the coming year which will include our assembly hall and classrooms where instruments and equipment are being held. This should allow us to perform in, and to, larger groups. As well as build on the range and frequency of professional musicians and performers into school.

We intend to take further advantage of what Bradford Music and Arts Service has to offer including opportunities to perform in large scale events such The Schools Proms, Come and Play with the Halle and Swing Low Big Sing.