



## Longvernal Primary School - Music Development Plan Summary

### Overview

Academic year that this summary covers	2024-2025
Date this summary was published	July 2025
Date this summary will be reviewed	June 2026
Name of the school music lead	Daisy Whittaker
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	West of England Music and Arts
Name of other music education organisation(s) (if partnership in place)	N/A

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 Longvernal Primary School, we believe that music is a powerful and unique form of communication that can change the way pupils feel, think and act. It brings together feeling and intellect, enabling personal expression, reflection and emotional development. Music is an integral part of culture, past and present, and helps pupils understand the importance of the development of musical styles throughout history. Our BIG IDEAS of singing, listening, performing and composing drive our music curriculum where musical terminology and instruments are used to enhance understanding and enjoyment.

<u>Curriculum Music Overview</u>	
Music Curriculum Scheme used (if applicable)	Kapow Music
Music Curriculum followed	National Curriculum for Music

Expected time given to curriculum music each week	EYFS – 30 minutes Key Stage 1 – 1 hour Key Stage 2 – 1 hour
Total hours of curriculum music taught per whole-term	6 hours
Other time spent on curriculum music (excluding classroom lessons)	30 minutes (weekly singing assembly)
Do pupils have opportunities to sing/ play instruments during lesson time?	Yes – Following the Kapow Music scheme, pupils regularly sing songs, chants, and rhymes and play instruments as part of lessons. Activities are structured to develop pitch, rhythm, dynamics, and ensemble skills for all age groups
Partnership (WEMA) support of curriculum music	We work alongside the West of England Music Alliance (WEMA) to deliver high-quality professional development for staff, to ensure that they become increasingly confident in the teaching of music. WEMA also offers a range of packages to support the delivery of music, including vocal and instrumental workshops for the children.

In Nursery/Reception, our children are taught to:

- ♦ Listen attentively, move to and talk about music, expressing their feelings and responses.
- ♦ Sing in a group or on their own, increasingly matching the pitch and following the melody.
- ♦ Explore and engage in music making, performing solo or in groups.

In Key Stage 1: our children are taught to:

- ♦ 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 music.

In Key Stage 2, our children are taught to:

- ♦ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- ♦ improvise and compose music for a range of purposes using the inter-related dimensions of music.
- ♦ listen with attention to detail and recall sounds with increasing aural memory.
- ♦ use and understand staff and other musical notations.
- ♦ 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.

## **Part B – Extra-Curricular Music**

<b><u>(External) Music Tuition, Choirs and Ensembles</u></b>	
Music tuition offer outside of lessons (including one-to-one, small-group and large-group for instruments and voice)	Yes - External one-to-one and small-group tuition in guitar, piano and drum.
Ensembles outside of lessons (lunch time, choirs, vocal and instrumental ensembles etc)	None
How pupils make progress in music outside of lesson time (instrument loans, weekend, after-school or holiday provision etc)	None
What instruments are offered? (including PP children and families)	None
How can pupils join choirs or ensembles (year group specific? Is tuition subsidised? Etc.)	Not applicable
Where can pupils rehearse or practice individually or in groups.	Not applicable
WEMA Partnership Support	

## **Part C – Musical Experiences**

During the school year, we set out a range of events that allows the children to perform in choirs, groups and as individuals. These include:

- ◆ \_\_Singing assemblies – including some celebration themed songs
- ◆ \_\_Harvest, Christmas and Easter services at the local church.
- ◆ \_\_EYFS & KS1 Nativities
- ◆ \_\_Y3/4 Performance
- ◆ \_\_Y5/6 Production
- ◆ \_\_YR – Y6 Leavers Song sung during leavers assembly (July)
- ◆ \_\_Weekly Music Therapy sessions provided to some pupils across the school.
- ◆ \_\_Pupils in Key Stage 1 and 2 perform dance routines to music at the annual Dance Umbrella festival held by BANES School Sports Partnership
- ◆ \_\_Several whole-school live performances and workshops led by external musicians, including a ukulele band, a wind band and a string ensemble.

## **Part D – Future Plans**

<b>Improvements for Academic Year 25-26</b> <i>(such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance)</i>	
Curriculum Music	<ul style="list-style-type: none"> <li>◆ We have recently introduced a new music scheme (Kapow Music) and plan to implement it fully across all year groups over the coming year, ensuring consistent and progressive learning for all pupils.</li> <li>◆ The aim is that this will increase opportunities for pupils to sing and play instruments , embedding more practical music experiences within lessons.</li> </ul>
Extra - Curricular Music	<ul style="list-style-type: none"> <li>◆ Music tuition lessons and booking system in place for parents/carers to book individual/small-group lessons.</li> <li>◆ Develop a broader range of afterschool/ lunchtime clubs with a music focus.</li> </ul>
Musical Experiences	<ul style="list-style-type: none"> <li>◆ Explore WEMA opportunities provided in the academic year 25-26 brochure and sign up for a variety of experiences which include many, if not all year groups.</li> <li>◆ Ensure children are attending at least one live music event to support personal development.</li> </ul>
WEMA Partnership Support	<ul style="list-style-type: none"> <li>◆ Work towards achieving a Music Mark Award.</li> </ul>

	<ul style="list-style-type: none"> <li>◆ Further CPD from WEMA to develop staff subject knowledge.</li> <li>◆ Potentially set up a school choir with support from WEMA</li> </ul>
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## **Part E – Additional Information**

The Department of Education – guide for parents and young people	<a href="https://www.gov.uk/music-education">Music education: information for parents and young people - GOV.UK (www.gov.uk)</a>
Link to Music Hub (WEMA) Local Plan	<a href="#">WEMA - West of England Music Alliance</a>
Midsomer Norton Trust Partnership trust-wide music development plan	

<b><u>PRINT NAME</u></b>	<b><u>ROLE</u></b>	<b><u>SIGNED</u></b>	<b><u>DATE</u></b>
Daisy Whittaker	Subject Lead		
Karen Bazeley	Headteacher		
Kelly Antonowicz	Chair of Governors		