

# Music development plan summary: Long Preston Primary School

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	Sept 2025
Date this summary will be reviewed	Sept 2026
Name of the school music lead	Helen Haynes
Name of school leadership team member with responsibility for music (if different)	Catherine Maddocks
Name of local music hub	North Yorkshire Music Hub
Name of other music education organisation(s) (if partnership in place)	Settle Brass Band

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

### Intent

At Long Preston Primary School, all pupils receive an hour of timetabled curriculum music teaching per week throughout the academic year from KS1 to KS2. We provide our children with an enriching, high-quality and broad music curriculum that enables every child to engage with music from a variety of genres to inspire and foster a passion for music within our pupils. Our aim is for our children to develop their talent as musicians, increasing their self-confidence as well as feeling pride and a sense of achievement when participating in musical activities, rehearsals and performances.

### Curriculum Music and Provision

Our planning is informed by the Sing Up scheme which enables children of all ages to develop their knowledge and skills across the strands of music development: singing, listening, performance/instrumental performance and composition. Due to our mixed

age classes, the content has been carefully sequenced to ensure development with a focus on mastery of key skills across the different key stages. The Sing Up scheme is informed by the Statutory Framework for the Early Years Foundation Stage (Expressive Arts), the National Curriculum Framework for Music and the Model Music Curriculum,

Our mixed age classes are organised as such: EYFS and Year 1, Year 2 and Year 3 and finally Year 4, 5 and 6. Planning and delivery of lessons enables children to learn the stage related knowledge and skills whilst deepening their understanding with exposure to higher level content. It is not expected that all children within the class achieve the same standard.

The school is well equipped with a range of tuned and untuned percussion instruments as well as woodwind, brass and strings to engage and facilitate all learners.

### **Learning Content and Outcomes**

Performance underpins every lesson and children are taught to sing songs, with accuracy of pitch, awareness of pulse, rhythm and melody both in unison and when singing in harmony as part of a larger ensemble. In addition to singing, children have the opportunity to explore a range of instruments such as tuned and untuned percussion, recorders and ukuleles developing their instrumental skills as well as knowledge of timbre and sonority. We encourage our children to fully engage with music through movement to develop their appreciation of how music can affect our emotions and develop individual confidence in performance and expression.

As part of their learning, children across key stages are taught to read and follow music notation in the form of graphic scores as well as western notation and will further embed this learning through performance and composition opportunities from reception to year 6. To develop their listening and appraising skills, pupils are immersed in a diverse range of musical styles such as popular music, classical, orchestral, choral, music for film and world music amongst others.

Children experience music throughout their school day. In morning worship assemblies, children listen to music from our themed 'Listening to Music Calendar' designed to engage children with music from film and other cultures such as Gamelan, Bhangra and Samba etc. Themed songs accompany our wider learning and areas of study in Science, PSHEe, Geography, RE and History to facilitate learning wherever possible.

### **EYFS**

In EYFS, the main areas of development: hearing and listening, vocalising and singing, moving and dancing and exploring and playing are woven into our music planning ensuring all children are encouraged to develop in each of these aspects of development

through music. Provision enables our youngest children to experiment with music making, exploring sound using instruments and everyday objects, singing simple melodies and chants in time to music and responding to the music they listen to. Children are encouraged to engage with collaborative music making and performance and staff skilfully facilitate these experiences with effectively resourced provision. The school is equipped with a music area where children can freely experiment with timbre, organise sound and perform to their peers.

### **Key stage 1**

- Pupils are taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Pupils have the opportunity to play tuned and untuned instruments musically
- Pupils are encouraged to listen with concentration and understanding to a range of high-quality live and recorded music
- Pupils are free to experiment with, create, select and combine sounds using the inter-related dimensions of music.

### **Key stage 2**

- Pupils are taught to sing and play musically with increasing confidence and control.
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music
- Pupils are encouraged listen with attention to detail and recall sounds with increasing aural memory
- Pupils are taught to use and understand staff and other musical notations
- Pupils are encouraged to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Pupils develop an understanding of the history of music.
- Children receive a term of whole class instrumental teaching - tuned percussion in years 2 and 3, and ukulele in year 4, 5 and 6.

### **Supporting those with SEND in Music**

We recognise that music can be a soothing or over-stimulating experience to children with a wide range of different sensory needs and as such endeavour to be flexible in our approach to music education for pupils with SEND. Notation can be modified to enable SEND learners to access performance through colour coding or imagery whilst enabling them to access the same learning as others. Ensemble performance enables our SEND pupils to participate regardless of their musical ability and parts are differentiated accordingly. SING UP resources can be accessed externally from the classroom on an

alternative device should the child become overwhelmed by the noise levels inside the classroom. Pupils also have access to ear defenders should they require them.

### **Wider Opportunities**

Pupils engage with music in the wider curriculum and follow a 'Listening to Music Calendar' which includes set works from a range of musical genres compiled by the lead teacher for music. These carefully selected pieces are played during the school day, as part of focussed listening or as an accompaniment to other subject learning to develop aural recognition of key set works and to expose children to a varied and enriching catalogue of music they may not otherwise experience. It is our intention that all children experience an enjoyable music education that enables them to develop their appreciation of music from different cultures as well as being able to respond to what they hear and comment on their experiences using appropriate musical vocabulary.

### **Additional Opportunities for Musical Development and Recognised Music Qualifications**

Through our links with the North Yorkshire Music Hub, we are able to offer our children peripatetic instrumental lessons with visiting specialist instrumental teachers in a range of disciplines including brass and woodwind. We are also proud to offer, following a long-standing school tradition, accordion lessons with a visiting specialist. These lessons are arranged following interest and tailored to the requirements of the individual and uptake. Instrumental lessons are currently funded by parents and carers but subsidies are available for those eligible for Pupil Premium Funding. ABRSM and other recognised music certification can be achieved as children meet these milestones in their instrumental/ vocal development and are arranged with the child's instrumental teacher.

Performance opportunities enable children to showcase their learning to their peers and parents in assemblies, the wider community as part of Harvest Festival, Christmas and Easter celebrations and end of year productions. Children participate in worship assemblies weekly in addition to their timetabled music lessons. As a Diocese school, we ensure that our children engage with traditional hymns as part of their daily worship assemblies.

### **Impact**

It is our intention that all children on leaving primary school should be able to perform with confidence, maintain accuracy of pitch demonstrate an awareness of pulse and rhythm in unison parts and maintain their own musical line when performing as part of an ensemble with split parts or harmony. When reading music notation, children should be able to recognise and respond accurately to graphic score notation and western notation on the treble staff with fluency. In listening and appraising tasks, children should be able to comment on specific features of the music they hear with confidence, using

appropriate and accurate musical vocabulary and demonstrate an awareness of mood and character. Children should enjoy taking part in musical experiences exploring different timbres, developing their work through careful review and reflection and focused peer and self-assessment.

## Part B: Co-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.

In addition to our timetabled curriculum music, we offer further opportunities for our children to engage with music making and development.

Currently at Long Preston Primary School we run a school choir which is available to all pupils from EYFS to year 6. Choir takes place during lunch time and is free to all pupils, rehearsing songs for special occasions. We also run a musical theatre club which is available for all children after school focussing on songs and scenes from well-known musicals.

We also have peripatetic staff who visit our school to deliver one to one instrumental lessons in a number of disciplines including: accordion, piano, saxophone and guitar. These sessions are funded by the individual although subsidies are available to those accessing Pupil Premium Funding. These lessons take place before and during the school day. We currently have a wide range of tuned and untuned percussion instruments and recorders for children to use.

This year, we have established links with Settle Brass Band who were given funding to develop brass playing in local primary schools. Members from the brass band teach peripatetic brass tuition on the cornet, trombone and euphonium for our pupils.

Mr Hinchcliffe, our visiting accordion teacher, gives regular performances in assemblies and classrooms encouraging the children to sing-along and dance whilst he performs on the accordion. Mr Hinchcliffe teaches a number of children at the school in small group/one to one instrumental sessions.

Through our links with the North Yorkshire Music Hub, children participate in an introductory assembly where they hear individual instruments and ensemble performances. Parents and carers are then invited to enrol their child with the music service for instrumental hire and a lesson schedule. School can then facilitate these lessons to avoid children and families having to travel. We are also able to accommodate children wanting to rehearse their instruments during unstructured time such as break and lunch times and encourage regular practice,

As part of their timetabled lessons, years 2 through to year 6 have access to an hour a week of whole class instrumental lessons during the Summer term. It is our intention that this will then feed into small group instrumental ensembles in the academic year 2025-2026, rehearsals for which will also take place during lunch times and be free for all children participating.

Sign up to our school vocal and instrumental rehearsals can be done with the lead teacher in charge of music, Mrs Haynes through admin.

## 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.

Musical performances and experiences are an integral part of our school community and ethos. At Long Preston Primary School, we provide our children with an abundance of opportunities to perform.

At Christmas time, our school choir perform at the School Christmas Fair and for the local community.

Our school nativity production features our EYFS to year 3 children with class three chorus where we proudly showcase our musical and dramatical talents to parents and the local community alike.

Our Easter, Harvest and Summer assemblies are also a wonderful showcase of our musical abilities where a variety of musical performances feature including: whole school singing, small group and soloists.

As a school, we also enjoy our annual trip to a pantomime and local schools Giggleswick School and Settle College to watch their student productions.

We enjoy our school community coming together to sing at every opportunity. As part of our daily worship assemblies and special singing assembly every Thursday, children learn to sing songs together as well as perform material they have been learning in their classroom music lessons or songs from their wider subject learning.

During our Friday celebration assemblies, we also like to feature our class musical abilities in regular performances to parents and carers. This year we proudly took part in the National Sing Up day which encouraged schools to learn and perform a song, 'In Me I Trust', promoting self-belief and empowerment.

We promote and the children enjoy visits from local artists including Indian dance and Music workshops and local instrumentalists such as the Settle Brass Band.

As a school, we participate in the May Day celebrations which take place in the Long Preston local community and feature many of our children singing and dancing around the maypole on the village green. This event is a highpoint of our school calendar.

A highlight of our year is our Ribblesdale Federation Summer Production where all three schools within the federation come together to perform at the Richard Whitely Theatre. Children in years 4,5 and 6 have the opportunity to develop their musical theatre skills in the spotlight - singing, dancing and acting to a sell out audience. We have enjoyed seeing our children perform in musical extravaganzas including: Robin and the Sherwood Hoodies, The Pirates of the Curry Bean, Peter Pan and more recently A Midsummer Night's Dream.

## In the future

In the future, it is our intention to build upon our success this year creating further opportunities for children to engage with music making outside of their timetabled curriculum music lessons. As part of our weekly enrichment calendar, we want to develop our school choirs further to incorporate our youngest singers.

We feel it would also be beneficial to have more opportunities to perform collaboratively with the other Ribblesdale Federation Schools such as a federation Christmas Carol concert and Summer Showcase.

A further action this year is to schedule visits to professional performances and concerts to ensure our children have access to opportunities to increase their cultural capital.