



St Augustine's Primary School Music Development Plan 2024 - 2025

Overview

Detail	Information
Academic year that this summary covers	September 2024 to July 2025
Date this summary was published	July 2024
Date this summary will be reviewed	Summer Term 2025
Name of the school music lead	Ms Emily Bettoni
Name of school leadership team member with responsibility for music (if different)	Ms Ruth Vince
Name of local music hub	Tri-Borough Music Hub

Introduction to Music at St Augustine's Primary School

At St Augustine's CE Primary School, we aim to make music that is an integral part of our school life. It serves as the soundtrack that brings us together, harmonising and reflecting the diverse people and places within our community. Music at our school embodies creativity, collaboration, celebration and challenges our students.

Music develops a sense of unity as we work together, learning, rehearsing, performing, reflecting and experiencing the joy of experimenting with all kinds of music. The joy of music enhances our school experience, nurturing each pupil's spirit and strengthening the trust and support that makes St Augustine's Primary School a thriving community.

Context:

Here at St Augustine's CE Primary School, we have an acting Music lead, covering a maternity leave and overseeing the development of a revised music curriculum and offer both in and outside of the classroom. The music lead, in collaboration with SLT, will be at the forefront of embedding our revised music curriculum and widening our offer for music and performing arts. All pupils from EYFS to Year 6 are taught one lesson of music a week in addition to other musical opportunities both in and out of the classroom. We will also be working with the new Performing Arts Lead at St Augustine's CE High School to develop and widen our offer for music and performing arts.

Music Curriculum

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

This is how music is taught at St Augustine's CE Primary School.

As a school we use the Kapow Music Scheme that supports us to teach music through songs and instrument courses that link to themes within the curriculum. Children will develop the musical skills of singing, playing tuned and untuned instruments; improvising and composing music; and listening and responding to music. They will develop an understanding of the history and cultural context of the music they listen to and learn how music can be written down. In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works.

The Music curriculum at St Augustine's CE Primary School is delivered first and foremost to help children to feel that they are musical and to develop a lifelong love of music. At the end of each unit there is often a performance element which brings classes and the school community together through the love of listening to friends and pupils, performing. Pupils will leave St Augustine's with the confidence to sing in harmony, be creative and collaborative and they will have an understanding of music around the world.

Our curriculum takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Curriculum music lessons are informed by the Model Music Curriculum (non-statutory guidance for music teaching) 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 tuned 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 also delivered by our and gives pupils an opportunity to learn the for a prolonged period, allowing them to develop technical proficiency on a single instrument.

An instrumental scheme is also delivered by our Year 3 teacher and gives pupils an opportunity to learn tuned percussion for a prolonged period, allowing them to develop technical proficiency on a single instrument.

Part A: Curriculum music

Key stage 1

*Performance opportunities from lessons can be developed into more formal events and showcased to broader audiences at concerts, class assemblies, and other school gatherings

Year 1	Lesson opportunities to sing and play instruments	Lesson performance opportunities
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 tuned 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.

Year 2	Lesson opportunities to sing and play instruments	Lesson performance opportunities
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	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 voices and instruments.

Part A: Curriculum music

Lower key stage 2

*Performance opportunities from lessons can be developed into more formal events and showcased to broader audiences at concerts, class assemblies, and other school gatherings

Year 3	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Ballads	Singing in time and in tune with a song and incorporating actions.	Performing their own ballad in groups and incorporating actions.*
Autumn 2: Creating compositions for an animation	Playing melodies and rhythms on tuned instruments which represent a section of animation.	Performing a group composition to represent an 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 actions.*
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'.

Year 4	Lesson opportunities to sing and play instruments	Lesson performance opportunities
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 using their voices and instruments. *
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 voices 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. *

Part A: Curriculum music

Upper key stage 2

*Performance opportunities from lessons can be developed into more formal events and showcased to broader audiences at concerts, class assemblies, and other school gatherings

Year 5	Lesson opportunities to sing and play instruments	Lesson performance opportunities
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 and 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 'Shosholozu' 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 - 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.*

Year 6	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Dynamics, pitch and tempo	Creating a group composition.	Performing compositions as a group based on the piece 'Fingal's 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 (and their own notation).	Performing 'Funky fugue' as a class.
Summer 2: Composing and performing a leavers' song	Creating and practising a leavers' song.	Performing leavers' song in assembly.*

Extra-Curricular Music

Opportunities for singing and playing music outside of lesson time support pupil progress beyond the core curriculum.

- Collective Worship
- Class performances
- Year 6 leavers' show
- Music concerts and talent show
- Workshops delivered by external providers (E.g., African drumming workshops)
- Carol services and choir Christmas performance
- Singing to the elderly
- Annual Nativity performance
- Termly church services
- Live performances
- Theatre trips
- Attending musical concerts
- Scheme to provide musical tuition for a group of pupils funded by the Royal National Opera

In the Future

St Augustine's CE Primary School is committed to continually enhancing musical offerings to our pupils. Below are the improvements we plan to implement in the coming years. We welcome your suggestions and encourage you to contact the school if you have any ideas on how we can further improve our musical opportunities.

- Increase opportunities to learn musical instruments - both whole class and individual
- Integrate a culture of performance and Performing Arts appreciation within the school community
- Annual Music Concert
- Developing the school choir
- Developing musical partnerships with other schools
- After school music club