

## Music development plan summary:

### Town End Junior School

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	January 2025
Date this summary will be reviewed	January 2026
Name of music lead	Keighley Hoskyns
Name of local music hub	Derbyshire Music Partnership

#### Part A: Curriculum music

At Town End Junior School, children gain a solid understanding of what music is through listening, singing, playing, appraising, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We aim to develop a curiosity for the music, as well as an understanding and acceptance of the validity and importance of all types of music. Children at Town End are respectful in understanding the importance of valuing other's opinions and feelings towards a piece of music or style of music. We aim to provide children with the opportunity to progress to the next level of their creative excellence.

##### **Implementation:**

The music curriculum enables children to sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the daily assemblies and performances and the learning of instruments.

With the use of *Get Set 4 Music*, teachers can produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, promoting an interest in music and exposing children to a range of styles and musical genres. Teachers use *Get Set 4 Music* to deliver music that has been planned to meet the needs of children as they progress through their primary education. Lessons

provide children with the chance to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

In lessons, children learn to sing and to use their voices, to create and compose music on their own and with others, they have the opportunity to play musical instruments, use technology appropriately and have the opportunity to progress to the next level of musical excellence. They also learn to understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

All children will take part in at least one hour of music per week; this will be through music lessons, singing and appraising songs in assembly, or using music to support learning in other curriculum areas.

### **Lesson Delivery**

Within each music session there will be the following elements:

1. A clear Learning Objective.
2. A recap or introduction starter which addresses prior learning.
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
4. A plenary which offers the children the opportunity to reflect on their learning from the lesson.

### **SEND**

We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. This will be supported by adapting teaching and applying provisions to meet the needs of the individual child. These provisions may look like:

- Providing an audio version to access lyrics.
- Giving the opportunity to learn by ear.

- Colour coding notes.
- Using voice recorders.
- Visual cues.
- Using a talk partner to share ideas.
- Offering a range of formats to contribute such as voice or video recording.
- Provide adapted or different instrument.
- Providing personal adapted copies of lyrics, scores, images.

### **Derbyshire Music Partnership:**

At Town End, we also work alongside the Derby & Derbyshire Music Partnership. The children in year 3/4 each have the opportunity to take part in a 10-week project called 'Sing for Life'. This features a weekly 45-minute sessions led by a singing specialist. Aligned with the National Curriculum for Music, it focuses on developing singing and musicianship skills through engaging warm-ups, versatile activities, and a variety of repertoire.

Pupils progress from unison singing to partner songs and rounds, while honing musicianship skills like pulse, pitch, tempo, dynamics, and rhythm through interactive games and rhymes. The project concludes with an informal performance to the children's parents and their peers. It also includes Continuing Professional Development for teachers, supporting ongoing music education development.

## **Part B: Co-curricular music**

Children can learn to play an instrument as part of a band. This opportunity is delivered by an outside agency called Rocksteady. Rocksteady is a provider of in-school band lessons for primary age children.

Their inclusive approach helps children find a sense of belonging through new friendships and a shared love for music, whilst boosting social skills, wellbeing and confidence.

Children also have the chance to participate in Glee club, where they can further develop their enjoyment of singing. During Glee club, children are asked to share their ideas on which songs they would like to sing and how they would like to

perform the song. This club is run during lunch time so that any child that wishes to participate can do so.

## Part C: Musical experiences

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music. Please see below for further details on the musical experiences provided for children at Town End Junior School:

- Children perform at church twice a year for Harvest Festival and Christmas. Each class performs at least one song. In lower school (year 3/4), the songs are often performed as part of a nativity.
- Children watch a Christmas Pantomime each year.
- Year 3/4 hold productions. These productions also include songs which provide the opportunity to sing as part of a small group, year group or solo for the children that choose to. Where possible, these performances take place at Tibshelf Community School so that the children can experience what it feels like to perform in a theatre. Year 5/6 are also invited to watch the year 3/4 performance as well as parents.
- Children who participate in Glee club will be given the opportunity to perform to the rest of the school in assembly.
- Children who take part in Rocksteady also perform to parents and some of the school (alternating between year 3/4 and 5/6) once per term.
- Singing assemblies.
- Arts assemblies- these assemblies develop the children's understanding of music with the Arts.
- Children who work with the Derbyshire Music Service perform to their parents and the rest of the year 3/4 cohort at the end of each term.

## In the future

Create links with 5 Pits Partnership to improve opportunities for musical collaborations and performances.

Encourage children who have musical interests outside of school to share their passion/talent in school (e.g. in assemblies)

Invite musicians into share their passion and experiences.

Christmas carols in the community.