

Music development plan summary: Meadows First School 2024-2025

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	July 2025
Date this summary will be reviewed	July 2025
Name of the school music lead	Lesley Webb
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Severn Arts
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 School's Music Curriculum and Progression Map is published on the School website.

<https://www.meadowsfirst.co.uk/attachments/download.asp?file=75&type=pdf>

- In addition, our Music Skills Progression Map is also published on the website.
- Our Music Curriculum is informed by the Model Music Curriculum (March 2021) and draws largely from one scheme (Charanga), although other materials are also used to broaden children's experiences.

Our curriculum offer is inclusive for all children, including children with special educational needs (SEND) and disadvantaged pupils. We ensure that all pupils can access the Whole Music Curriculum by making adaptations (grouping, scaffolding, additional modelling, pre-teaching, adapting or providing specialist resources and additional adult support) where necessary. For further information, please click on the link below:

- Children in Key stages 1 and 2 have timetabled curriculum Music for at least 1 hour each week. We manage this through a weekly Music lesson of at least 40 minutes each week and a weekly Key Stage 1 and Key Stage 2 singing assembly of at least 20 minutes.
- In their Music lessons, children 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. This is done through whole class ensemble and group singing and performing with non-pitched instruments and pitched instruments such as xylophones and glockenspiels.
- In Singing Assemblies, children sing together as an ensemble. Often culminating in a performance such as for Harvest Festival. In Key Stage 1, children learn songs, from a variety of genres and musical styles, with a narrower vocal range. These songs tend to be more repetitive in nature. In Key Stage 2, children learn more complex songs with a wider vocal range and their musical knowledge and their knowledge of music notation is also developed.
- Each year group also produces, and performs to parents, an annual musical production where the children develop their singing and performance skills further. At the end of the Autumn term, Nursery, Reception, Year 1 and Year 2 produce a Christmas performance loosely based around the nativity story. Year 3's performance takes place at the end of the Spring term following their play to learn input on either clarinets or recorders. Year 4 perform at both Young Voices and in their performance at the end of the Summer term. Children have time within the curriculum to practise, rehearse and hone their skills in readiness for these performances.

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.

- Through our partnership with Severn Arts who lead Worcestershire Music Education Hub, 100% of Key Stage 2 children (in Year 3) have the opportunity to learn to play the clarinet or recorder. This takes place for a full ten weeks and then culminates in a performance to school and parents. The children have 'follow on' opportunity to play this instrument in Year 4. This year the children had 'follow on' clarinet lessons and next year the 'follow on' will be recorders.
- Children in Years 3 and 4 have the opportunity to join the school choir which performs outside in the community, at the local church and also at the Christmas Fayre and the Musical Concerts. There is no charge for this.

Part C: Musical experiences (not already covered in parts A and B)

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.

As well as the musical experiences that we provide for our children on an annual basis, described in Parts A and B, our children also experience a theatre visit at least once a year. During these visits, children are exposed to live musical performances by professional performers and musicians. Recent trips have included pantomimes at the Palace Theatre in Redditch. Year 3 and 4 also visit All Saints Church for a Christmas Carol performance, as well as in local care homes.

Year 4 also participate in Young Voices held in a National Arena and performed to a wide audience. We also have a partnership with Birmingham Symphony orchestra where the whole school listen to a performance and this is followed up with a workshop with BSO for some year groups. For all the above visits, parents are asked to make voluntarily donations. We also link musical performances with our calendar of events – such as performing together as a school for Jubilee, Coronation and Remembrance celebrations. No children would miss such opportunities because of financial implications.

We hope to repeat these in 2024-2025 and there is no charge.

In the future

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

Following the monitoring of Music carried out last academic year, particularly in the Spring of 2024, which included lesson visits and pupil voice, the following areas for development were identified:

- Develop the expertise of less confident staff in delivering high quality music lessons by providing support, training, demonstration lessons or paired teaching.
- Further develop the structure of the singing assemblies to ensure children are exposed to a wide range of songs with limited note ranges to develop very accurate singing and ensure that songs are challenging, sometimes with two-part singing.
- We aim to build up a wide repertoire of known songs.
- Further develop the music that the children are exposed to as they enter assemblies to ensure that they are hearing music from a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Create further opportunities for children to learn a wider range of instruments and we aim to offer tuition to children taught in small groups, or individually, by specialist peripatetic teachers.

- Create further opportunities for children who learn to play an instrument, either in school or externally, or who are part of the school choir, perform for their parents at musical concerts. The children perform pieces either individually or, in many cases, as ensembles.

As a result of our efforts and the content of this plan, we feel we have met the seven features of high-quality musical provision.

Further information

As part of our reaccreditation for Gold Arts Mark in 24-25 we work closely with our arts team within school to ensure the music provision is of the highest standard all pupils. We hope to offer more opportunities and experiences for our children and to develop links with music organisations such as the string quartet. This can include a wide range of bespoke activities linked to our calendar such as a celebration of music from other cultures (Bhangra dancing) and other performance related arts. We also link closely with the middle school to ensure progression of music and have the opportunity to perform with them in concerts such as for our Year 4 transition concert.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Our local [music hub](#) also has a local plan for music education in place from September 2024 that includes useful information.