

Music development plan summary: The Duchy School

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	1 st February 2025
Date this summary will be reviewed	1 st September 2025
Name of the school music lead	Kate Dunning
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Devon Music Education Hub
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

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.

Music at The Duchy School is taught in all classes from Foundation stage to Year 6; our curriculum is engaging, progressive, and inclusive. We aim to develop our children's knowledge, skills and understanding in music through a wide range of teaching styles. These include actions and dance, whole class work, small group work and individual work.

Curriculum

We follow the Charanga music scheme, with a half-termly focus-based approach. We have taken into consideration the model music curriculum recommendations (2021) with all children being taught music for at least one hour per week.

Key Areas of Focus:

1. **Singing** – Encouraging vocal development and the ability to sing in tune and with expression.
2. **Playing Instruments** – Introduction to a variety of tuned and un-tuned instruments (percussion, woodwind, string and brass instruments).
3. **Listening** – Developing listening skills by exposing students to different genres of music and discussing elements like rhythm, melody, and harmony.
4. **Composing** – Basic composition skills, creating simple melodies and rhythms - exploring and organising sounds and learning to record these in a variety of ways.
5. **Appraising** – Learning to express opinions on music and understand musical concepts like tempo, dynamics, and timbre.
6. **Music and Movement** – Connecting music with dance and body movements.

Cross-Curricular

Music is often used in other subjects, such as performing songs related to history, geography, or English, enhancing overall learning.

Music Qualifications and Awards

While our music curriculum is not assessed through formal exams, there are opportunities for students to achieve recognition for their musical progress:

- **ABRSM (Associated Board of the Royal Schools of Music) Exams:** Children may be encouraged to take graded music exams in instrumental or vocal performances, although this is typically outside of normal class time during private music lessons
- **School Certificates or Recognition:** Teachers may award certificates (Values Champion or Learning Champion) during our weekly celebration assemblies to recognise exceptional musical achievements.

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.

To enhance engagement, we offer additional opportunities for children to participate in music:

Singing opportunities

- School Choir – Rehearsals lead to performances at school events
- Playground Music Boxes – Year 6 music champions coordinate and promote singing (and dancing) at break and lunch times using a dedicated music player system. Playlists have been carefully constructed to ensure a wide range of musical genres being played.

Instrumental opportunities

- Lessons – Peripatetic teachers offer tuition (piano, drums, guitar and vocals).

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.

Singing and Performance Opportunities:

- **Seasonal Performances** – Christmas concerts (Foundation Stage Christmas performance; KS1 Nativity; KS2 Christingle at St Disen’s Church) and summer show (Years 5 and 6 performance)
- **Singing Assemblies** – Weekly whole-school (foundation stage to year 6) singing opportunities during which time a mixture of traditional hymns and modern songs are taught and sang collectively
- **Performance assemblies (end of half-terms)** - children perform through either singing or playing an instrument that they have learnt over the past half-term in curriculum learning. Children who participate in lessons delivered by peripatetic teachers also perform during these sessions.

Performance & Community Engagement:

- **Events & Competitions** – Participation in festivals, events and competitions (most notably: The Mix festival run by Devon Music Education Hub – local event; Young Voices musical choir – national event)
- **Collaboration with feeder Secondary School** – Live performances from local secondary school children to inspire our children.

In the future

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

1) In the Classroom:

- **Enhance musical literacy:** Introduce a broader range of music notation and theory, enabling students to read and write music with increased confidence.
- **Diverse musical experiences:** Expose students to a wider variety of musical genres, cultures, and instruments to foster a more inclusive musical education.
- **Interactive technology:** Integrate music-based apps and software to support learning, allowing students to compose, experiment with sounds, and engage with music in new ways. Specific to Charanga, we will look to increase the use of the YuStudio and Creative apps.

2) Beyond the Classroom:

- **Collaborate with local musicians:** Invite professional musicians into school to perform to give students a broader perspective on music.

3) Leadership and Management:

- **Professional development for staff:** Provide training and development for teachers to keep them informed about new musical teaching methods, resources, and technologies.
- **Monitoring and assessment:** To further embed assessment criteria into our music curriculum, using the Charanga guidance if necessary and upload evidence to the 'My Workspace' area of Charanga
- **Incorporate student feedback:** Implement a process for gathering feedback from students on their musical learning experiences and using this data to adjust the teaching approach.

4) Community and Partnerships:

- **Forge connections with local cultural institutions:** Develop partnerships with local orchestras, music schools, and cultural organisations to provide students

with opportunities to experience live performances and interact with professional musicians.

- **Strengthen links with the local community:** Encourage children to perform at local community events or the local care home, building the connection between the school and its surroundings.
- **Peripatetic teachers:** Bring them into our school's music planning process and harness their skills to enhance and enrich the musical experiences of the pupils