

Music development plan summary: Weeth School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	
Date this summary will be reviewed	
Name of the school music lead	Bo Kirby
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	ASONE
Name of other music education organisation(s) (if partnership in place)	Rocksteady and Charanga

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.

From the early years at Weeth school, students are introduced to fundamental concepts in music, such as rhythm, melody, pitch, tempo, and dynamics. They learn through simple activities, songs, and games that help them develop a basic understanding of musical elements.

From foundation to the end of KS2, Singing is a crucial aspect of the curriculum. Students often engage in singing activities to develop their vocal abilities and pitch perception. They learn traditional and culturally relevant songs, as well as explore various genres and styles.

Basic musical instruments are also introduced throughout each year group. This includes simple percussion instruments like tambourines, rhythm sticks, or handbells and progressively moves on to glockenspiels and recorders. Students can experiment by creating rhythmic patterns and explore the sounds of different instruments.

At Weeth we use Charanga which regularly includes elements of music appreciation. Students are exposed to a variety of musical genres, styles, and famous composers. Listening exercises are common, allowing students to develop an ear for different musical elements and styles.

Students are encouraged to express themselves creatively through music. This involves composing simple melodies, creating rhythms, or even engaging in group improvisation. Creative activities help students apply the musical concepts they've learned and develop their own musical ideas.

As students progress to upper KS2, the complexity of musical concepts and activities increases. They explore more advanced rhythms, learn to read simple musical notation, and engage in more sophisticated musical projects.

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.

At Weeth school, We are proud to extend our music provision through partnerships and specialist teaching:

Rocksteady: We have introduced Rocksteady to our school, offering children the opportunity to join a rock band and learn instruments such as drums, guitar, keyboard, or vocals. Parents can enrol their children in this exciting program, and each half term culminates in a live band performance where pupils showcase their new skills.

Peripatetic Violin Lessons: We also have a specialist violin teacher who offers peripatetic lessons to pupils wishing to learn this instrument. These sessions provide personalised tuition, allowing children to progress at their own pace and develop their talents further.

Samba: Each half term, a specialist samba teacher visits our school to deliver dynamic and engaging weekly lessons in KS2.

Our school is enriched with live music experiences:

Festival of the Arts: This is a wonderful annual event that provides every child with the opportunity to showcase their musical talents, whether developed in school or outside of school. This much-anticipated celebration allows pupils to share their skills with the entire school community and perform for parents. It's a highlight of the year, as we come together to celebrate the unique talents and creativity of our pupils.

Piano in the Hall: Our piano is a key feature during assemblies, where children are regularly exposed to live music. This creates a special atmosphere and inspires pupils to appreciate the beauty of musical performance.

Music Genre Focus: Each half term, we spotlight a different music genre. Pupils learn about the development of the genre over time, its cultural significance, and influential figures who shaped the music. This helps broaden their understanding and appreciation of music's diversity and history.

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.

At Weeth, we actively encourage cross-curricular opportunities in music to enrich learning and demonstrate how music connects to other areas of the curriculum. Here are some of the ways we achieve this:

When studying historical periods or geographical regions, we explore the music of those times or places. For example, pupils might learn about Victorian music during a history topic or traditional African drumming during a geography lesson.

Music often serves as inspiration for creative writing or storytelling. Pupils might compose poems or stories based on a piece of music or study song lyrics to develop their understanding of themes, vocabulary, and structure.

Music lessons include opportunities to explore patterns, rhythms, and counting, helping to reinforce mathematical concepts like fractions, sequences, and symmetry.

Pupils learn about sound waves, pitch, and vibration in science, with practical investigations using musical instruments to deepen their understanding of these concepts.

We integrate music into drama and art projects, such as composing soundtracks for plays or exploring how artists have been influenced by musical movements.

Music is incorporated into dance and movement lessons, where pupils explore rhythm and coordination while expressing themselves physically.

Music is used in assemblies to complement themes being explored across the curriculum, such as resilience, teamwork, or celebrations of diversity.

By weaving music into various subjects, we aim to inspire creativity, deepen understanding, and make learning more meaningful and engaging for all pupils.

In the future

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

In the coming year, we plan to increase performance opportunities by organising more regular showcases, informal concerts, and collaborative events with other schools, ensuring all pupils feel supported to participate. We also aim to modernise the curriculum by developing pupils' music technology skills through software for composition, recording, and editing. To inspire leadership, we plan to establish a music leadership program where older pupils can lead choirs or support younger learners and introduce a pupil-led music club. We will provide more professional development opportunities for staff to ensure high-quality delivery of the Charanga scheme and music technology integration.

Further information (optional)