

# Music development plan summary: Birds Bush Primary 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	July 2024
Date this summary will be reviewed	February 2025
Name of the school music lead	Karen Burton
Name of school leadership team member with responsibility for music (if different)	Michelle Day
Name of local music hub	
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.

At Bird's Bush Primary School, music is taught as a discreet subject and from this September, we have embarked on a new and exciting curriculum from PKC. This curriculum has been carefully selected due to it's ability to build on progression of knowledge and skills through a expertly-planned scheme which is able to build on prior learning and build on new knowledge.

The key principles of the PKC music curriculum are that the use of tacit, procedural and declarative types of knowledge and the exposure to a wide range of musical dimensions open a whole world of music.

Over the Primary phase, the diverse story of music is relived through seven centuries which are taught through the progression of a knowledge-rich and well-sequenced curriculum. This is taught to be remembered and enjoyed by all through active and meaningful learning.

At Bird's Bush, we recognise that our children may have limited exposure to worldwide as well as historical music and strive to develop their cultural capital opportunities in order to develop empathy, resilience, appreciation and social awareness. We will ensure that our children have the opportunity to use tuned and untuned percussion instruments as part of their music curriculum offer.

Through our inclusive approach, we ensure that all children, regardless of SEND are provided with quality first teaching of the music curriculum and make adaptations for children who may struggle to access this. This may include the use of symbols and signing as a form of communication as well as support in performing an instrument.

Through the use of the PKC music curriculum, we will ensure that our music curriculum meets the aims of the National Curriculum which are:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians.
- Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn and music instrument and use

technology appropriately having the opportunity to progress to the next level of musical excellence

- Understand and explore how music is created, produced and communicated including through the interrelated dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this here.

## 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.

We hold music in high regard outside curriculum time and this year have worked towards developing our whole-school song based on our Bird's Bush champion values.

Outside lesson time, all of Key Stage 2 children have the opportunity to join after school choir club and after-school drama club on a weekly basis and work towards a performance every term. We have also registered for the choir to participate in Young Voices for March 2025.

The Trust is currently working collaboratively to develop musical unity by exploring opportunities to undertake combined performances with network schools.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

**Alternative titles** for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

## 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 Bird's Bush Primary School, we ensure that children are provided with further opportunities to embed musical appreciation through the listening to different composers and genres during daily assemblies. Key questions linked to musical elements, genres and musical instruments are used to recap, embed and widen subject knowledge.

Singing assembly is delivered on a weekly basis and gives all children the opportunities to widen their repertoire to a range of singing styles from a variety of cultures. The use of signing and Makaton is used during signing as a form of communication for all and to promote an inclusive community.

All children are given the opportunity to perform through Christmas productions, end of year class assemblies and the Year Six Leavers' performance. In addition to this, further opportunities are planned for this academic year including singing at the local college. We have also planned for local musicians to perform to the whole school ranging from secondary students to the local wind band in Tamworth in the summer term.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

**Alternative titles** for Part C could be 'Musical events' or 'Musical performances'.

## In the future

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

To explore provision from the local Music Hub so that it is actively involved in a child-centred approach to developing music further for Bird's Bush.

To ensure that there are a range of quality tuned and untuned percussion instruments widely accessible across every year group in school.

To ensure that there are opportunities for children to learn to play a musical instrument through private tuition at Bird's Bush.

For Bird's Bush to be exposed to listening to live music including daily piano playing and a visit to the symphony hall in Birmingham.

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

## Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

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.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.