



# Music development plan summary: for *Stanford in the Vale CE Primary School*



## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	June 2024
Date this summary will be reviewed	June 2025
Name of the school music lead	Miss Emma Stott
Name of school leadership team member with responsibility for music (if different)	Mrs Janet Warren
Name of local music hub	Oxfordshire

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.

In England, music education plays a vital role in the curriculum, offering students the opportunity to explore and develop their musical talents. At Stanford in the Vale CE Primary School we use the Charanga Musical School Scheme to provide comprehensive lesson support for teachers across all year groups. Every class has a one-hour weekly music lesson. The scheme accommodates both specialist and non-specialist teachers by offering detailed lesson plans, assessment tools, clear progression pathways, and engaging whiteboard resources aligning seamlessly with the national curriculum requirements.

Aligned with the curriculum and guided by Ofsted recommendations, the Scheme facilitates a practical, exploratory, and child-centric approach to musical learning. Moving away from traditional learning objectives, it places emphasis on interrelated dimensions of music, fostering the development of musical skills through listening, appraising, varied musical activities, and performing.

Structured around various strands of musical learning in accordance with the national curriculum, the Scheme covers listening and appraising, musical activities, warm-up games, optional flexible games, singing, playing instruments, improvisation, composition, and performing. The activity manual serves as a comprehensive guide, offering valuable insights, methodologies, and corresponding learning strands to support teachers in delivering enriching music lessons.

Encouraging mastery in musical education, the Scheme emphasises a repetition-based learning approach, enabling children to grasp musical concepts intricately. By revisiting musical skills and concepts, students can deepen their understanding and competence in music, ensuring a progressive learning experience. The spiralling nature of musical learning allows for the continuous development of both existing and new musical skills, fostering a holistic and enduring grasp of musical knowledge.

In Year 5, students have the unique opportunity to learn and play the guitar with a specialist teacher, from the Oxfordshire Music Service, for an hour each week throughout the year. These lessons replace the standard Charanga sessions. Many students pursue guitar lessons outside of class and achieve recognised musical grades as a result.

### Progression:

#### Musical Progression – KS1



Units of Work			Differentiated Instrumental Progression						Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	Singing and performing only						Singing and performing only			Singing and performing only		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable		
1	Summer 1	Your Imagination	C	G	C E G	E G A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A
1	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable		
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A
2	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			

### Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression						Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition						Singing, rapping and lyric composition			Singing, rapping and lyric composition			
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			

### Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression						Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
5	Autumn 1	Livin' On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E, F#	G,A,B or D,E, F#,G,A
5	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	Not applicable		
5	Spring 1	Make You Feel My Love	C	C,D	G,A,B,C	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D
5	Spring 2	The Fresh Prince Of Bel-Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
5	Summer 1	Dancing In The Street	F Major	F	F, G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
5	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			
6	Autumn 1	Happy	C Major	G,A	B,A,G	E,D,C,B,A,G,E	Minims and rests	Semibreves, Minims and rests	Quavers, Dotted Crotchets, Minims, Semibreves and rests	A	A,G	A,G,B	A,G	A,G,B	C,E,G,A,B
6	Autumn 2	Classroom Jazz 2	C Major C Blues	C,D,E,F,G,A,B,C C,Bb,G	C,D,E,F,G,A,B,C C,Bb,G,F	C,D,E,F,G,A,B,C C,Bb,G,F,C	Crotchets and Quavers	Crotchets and Quavers	Crotchets and Quavers	C,D,E C,Bb,G	C,D,E,F,G C,Bb,G,F	C,D,E,F,G,A,B,C C,Bb,G,F,C	Not applicable		
6	Spring 1	Benjamin Britten - New Year Carol	G	G,F	F,A,F	N/A	Minims and rests	Crotchets and Minims	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
6	Spring 2	Music And Identity	Coming soon...												
6	Summer 1	You've Got A Friend	C	G,A,B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, Quavers, Minims, dotted notes and rests	Quavers, Dotted Crotchets, Minims, Dotted Minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D
6	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			

## 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 our school, we provide a wide range of opportunities for our pupils to engage with music beyond the core curriculum. We believe that music is a vital aspect of a well-rounded education and we are committed to fostering a love for music in all our students.

One such opportunity is the Weekly Rocksteady sessions that we offer, with partially funded places specifically allocated for our pupil premium children. These sessions provide a platform for students to explore and express themselves through music, whether it be through singing, playing instruments in ensembles, or forming bands.

Our school choir is another avenue through which pupils can further their musical abilities. Led by dedicated music specialists, the choir offers students a chance to develop their vocal skills and perform at various events throughout the year, both within the school and in the broader community. For example, The Festival of Voices, Christmas Big Sing and our own school fete.

Within school hours, our pupils have access to a range of music lessons taught by expert teachers – piano, guitar, violin. These lessons cover a variety of musical styles and techniques, allowing students to explore different facets of music and develop their talents.

Throughout the year, our school hosts performances that showcase the musical talents of our pupils. These events provide a platform for students to demonstrate their hard work and dedication in honing their musical abilities. Stanford's Got Talent is a favourite amongst the children and community, alongside the Christmas Performances and the Year 6 Production.

Additionally, we host sharing assemblies every term, where parents are invited to witness and celebrate the musical progress made by their children. This not only highlights the achievements of our pupils but also reinforces the importance of music education within our school community.

Moreover, we believe in integrating music into other areas of the curriculum. For instance, Year 4 students use songs to assist them with their multiplication check, demonstrating the cross-curricular benefits of music education.

Furthermore, our staff's diverse knowledge and experiences enrich the musical education we offer. For example, Year 2 students were able to learn djembe drumming and a Swahili song related to their topic on Kenya, thanks to the expertise of another teacher within our school.

In conclusion, we provide diverse and enriching music education opportunities for our pupils, allowing them to progress and flourish beyond the confines of the core curriculum. Through initiatives such as Weekly Rocksteady sessions, school choir, specialist music lessons, performances, and cross-curricular links, we aim to nurture a lifelong love for music in our students.

## **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.

Musical experiences are an integral part of the vibrant cultural tapestry at our school. In addition to structured music lessons, we provide a wide array of musical events and opportunities that enrich our students' lives and foster a deep appreciation for music.

### **Daily Musical Engagement**

We sing daily during our Collective Worship, fostering a sense of community and harmony within our school. Weekly singing assemblies further hone our students' vocal skills and instil a love for music.

### **Live Music Experiences**

Our students have been exposed to diverse live music performances, ranging from the enchanting melodies of a pipe band to the electrifying tunes of a rock musician. These experiences ignite a passion for musical instruments such as the guitar, drums, and keyboard.

### **Community Performances**

The school choir and individual classes actively participate in performances at the local care home and church, spreading joy through music. Noteworthy performances include showcasing talents at the Christmas Big Sing in Oxford alongside other year groups.

### **Talent Showcases**

Our annual Stanford's Got Talent event celebrates the diverse talents of our students, with record numbers participating from Foundation to Year 6. These performances, witnessed by parents and the wider school community, showcase the creativity and dedication of our students.

### **Cultural Excursions**

An annual highlight is the visit to the Christmas pantomime in Swindon, offering our students a festive musical treat. Additionally, collaborations with organisations like Stagecoach enhance learning experiences, with workshops on themes such as Anti-Bullying week culminating in the joy of singing.

### **Annual Productions**

Unforgettable moments are created through the Year 6 production, nativity plays, and KS2 Christmas productions. These events provide platforms for students to showcase their talents and build confidence.

### **Rocksteady Concerts**

Rocksteady concerts held every term infuse our school with energy and rhythm, allowing students to express themselves through music and performance.

The holistic musical experiences at our school not only nurture artistic abilities but also foster a sense of teamwork and creativity among our students, creating a harmonious environment where music thrives. Our commitment to the Arts was recognised through us obtaining a Gold Artsmark Award in April 2024.

## **In the future**

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

- To use a wider range of instruments in music lessons as most students currently use glockenspiels. With a focus on glockenspiels in KS1, recorders in Year 3 and 4, guitars in Year 5 and keyboards / garageband in Year 6.
- Maintain our Gold Artsmark standard
- Ensure the school website continues to advertise and celebrate all the musical opportunities we offer children within the school.
- Share what we have done across classes at the end of each Charanga unit.

