

## Music development plan summary: Hatfeild 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	01/09/2024
Date this summary will be reviewed	01/09/2025
Name of the school music lead	Emma Dolan
Name of school leadership team member with responsibility for music (if different)	Leanne Newman
Name of local music hub	Merton
Name of other music education organisation(s) (if partnership in place)	

## 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 Hatfeild Primary School there are a host of ways that children can experience, enjoy and interact with music. Starting as early as Nursery our children use musical sounds to develop listening skills that later support their phonic learning, in Reception they begin to use Charanga schemes supported by Merton Music Foundation to develop their music knowledge, skills and tastes and this cyclical learning goes through KS1 and KS2.

In Nursery the children are immersed in Boogie Mites which is based in neuroscience research demonstrating that active music making boosts the early years of development. The children are taught through the ABCD Music Methodology that uses music to capture active attention, build strong cognitive foundations for learning, create community cohesion through using music to generate a music bond and deliver a daily dose of musical experiences.

In Reception the children at Hatfeild continue their musical journey through Charanga and this is taught until the children leave Hatfeild as musicians in Year 6, the scheme is ambitious, following the national curriculum and drawing on elements of the model music curriculum. Each lesson is designed to last for one hour, with the following structure:

- Listen and Appraise - 20 mins
- Musical Activities - 25 mins
- Perform/Share - 15 mins

Sequencing throughout the curriculum is clear, dimensions of music are woven through the units to encourage progression of musical skills through listening, appraising, creating and exploring music as well as performing. The learning is cyclical and will refer children back to the skills and knowledge that they have developed in previous year groups.

### Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay

The first two terms in Reception are design to be more flexible to allow for child-led activities based on the learning focus. The first unit focuses on musical activities about

who the children are, their favourite things and their families. The units start by encouraging the children to listen and respond to music, with different styles of music used in each lesson, they then explore and create, initially with their voices and then with classroom instruments which leads on to singing and performing nursery rhymes and action songs. The Big Bear Funk in Summer 1 is a transition unit that prepares children for the Autumn term in Year 1.

By the end of Reception we expect that children will:

- Know 20 nursery rhymes off by heart
- Know the stories of some nursery rhymes
- Learn that music can touch your feelings
- Learn to enjoy moving to music by dancing and marching
- Know that you can move to the pulse of the music
- Know that words can tell stories and paint pictures
- Begin to understand that songs have sections
- Sing along with songs and add actions
- Know that a performance is sharing music

## KS1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Hey you!	Rhythm in the Way We Walk and Banana Rap	In the Grove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Year 2	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay

In Year 1 the children have the opportunity to listen and appraise a variety of musical styles starting with Old-school Hip Hop and Reggae in autumn, Blues, Latin and Jazz in spring and Pop and Classical in Summer.

In Year 2 the children explore South African styles of music, Big Band and Motown, Rock, Reggae and Pop.

In KS1 children will:

- Learn about lots of styles of music

- Find the pulse of all songs learnt
- Know the pulse is the heartbeat of the music
- Copy rhythms when playing games
- Clap the rhythm of their name
- Play the glockenspiel along to songs learnt
- Improvise with songs learnt using one or two notes
- Compose a simple melody with the songs learnt
- Reflect when performing songs

## KS2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Let your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Year 4	Mamma Mia	Glockenspiel Stage 2 *Recorders	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay
Year 5	Livin' on a Prayer	Classroom Jazz 1	Make you Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay
Year 6	Happy	Classroom Jazz 2	A New Year Carol	You've Got a Friend	Music and Me	Reflect, Rewind and Replay

In Lower KS2 children will:

- Name style indicators of songs
- Listen and appraise classical music
- Learn some more tunes on the glockenspiel and recorder
- Play the glockenspiel/recorder along to songs that I have learnt
- Learn to read some musical notes
- Find the pulse to songs and recognise other musical dimensions when I listen to them

- Know the difference between pulse, rhythm and pitch and show you through musical games
- Bring my own instrument to school and know how to care for it
- Improvise with songs that I have sung
- Compose a simple melody based on music that I have heard
- Perform the songs that I have composed
- Reflect on my own performances and talk about how they have made me feel

In Upper KS2 children will:

- Talk about their musical and cultural identity
- Written a piece of music as part of a group that reflects their identity
- Demonstrate how pulse, rhythm and pitch connect a song or piece of music
- Play melodies by ear and improvise
- Play the glockenspiel to a range of songs learnt
- Use notated music
- Know how to take care of a musical instrument
- Compose simple melodies using music that has been taught
- Talk about style indicators of songs
- Talk about the structure of songs
- Know how the dimensions of music fit together
- Talk about the historical context of songs

## **SEND**

At Hatfield Primary, music education is thoughtfully adapted to ensure that children with Special Educational Needs and Disabilities are fully included and supported. The school uses a range of strategies to make music lessons accessible, such as using multi-sensory approaches, differentiated instruction, and assistive technology. Teachers may simplify musical tasks, provide visual aids, or use instruments that are easier to handle for children with physical disabilities. Additionally, the curriculum is tailored to suit the diverse needs of SEND students by focusing on individual strengths and providing opportunities for participation at all levels. Group activities are designed to foster a sense of belonging, encouraging collaboration and creativity, while building confidence and communication skills. The inclusive environment ensures that every child, regardless of ability, can experience the joy and benefits of music.

## **Mastery in Music Lessons**

At Hatfield Primary School, mastery in music is achieved through the Charanga Musical School Units of Work, which allow children to grasp musical concepts using a repetition-based approach to learning. By exploring the same musical concept through various activities, students build a deeper, more secure understanding and mastery of musical skills. The Activity Manual supports teachers by outlining each strand of

musical learning from Reception to Upper Key Stage 2, helping them plan lessons that embed deeper knowledge, understanding, and skills.

Musical learning at Hatfield is not a linear process; rather, it follows a learning spiral. Through lesson plans and on-screen resources, children develop new musical skills while revisiting established ones. Repetition of musical skills is not a sign of stagnation but part of the spiral, where progress involves both solidifying existing knowledge and introducing new concepts. Mastery, in this context, means not only a deeper understanding of musical skills but also the ability to learn and apply new ones.

### **Assessment**

At Hatfield the teachers continuously assess the musical outcomes of each lesson using focussed assessment objectives set out in the Charanga scheme of work. Assessment data is used to determine which children will need support in subsequent lessons. In the moment feedback is provided to ensure that children are able to respond in lessons and achieve to their fullest potential. The cyclical nature of the Charanga units provide children with the opportunity to revisit knowledge and skills.

### **Classroom Instrumental Teaching**

At Hatfield Primary school, children across year groups 1-6 experience learning the glockenspiel as part of their weekly taught music lessons. In Year 4, the children are given the opportunity to learn the recorder through whole class teaching. Each Year 4 child receive 1 hour a week from their class teacher, where they learn how to play, read and write music and learn the language of music. The children are given the opportunity to perform to their families at the end of the term at our Christmas Carol Concert held at the local church.

At Hatfield the children have access to a wide variety of tuned instruments and un-tuned percussion that are available during lesson times and throughout the continuous provision in the Early Years.

## **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.

### **Musical Opportunities**

At Hatfield we offer the children a range of musical experiences outside of taught learning time. We have links with Merton Music Foundation, who provide peripatetic music teachers and RockSteady, who provide weekly in-school band lessons.

Currently 1:1 tuition is available for children at Hatfeild Primary School to learn the piano and drums.

RockSteady provide a range of instruments to children, they learn a song each half term as a band focusing on teamwork, listening to one another and developing harmonies. This is celebrated at the end of each half-term with a concert to the parents of the children taking part.

Children in KS1 and 2 take part in a weekly sing assembly that is led by the schools Musical Lead and specialist.

Singing squad is an active component of exctr-curricular musical learning at Hatfeild, led by the SENDCO and LKS2 Leader, it is an inclusive group of singers who learn songs and perform. They have performed in assemblies, at The Oaks residential care-home, the local garden centre, the school summer fair and at Merton Civic Centre.

We have many children who attend instrumental lessons outside of school and their progress is always celebrated through our Celebration Assemblies on Fridays where they share certificates, awards and performances with the rest of the school.

### **Pupil Premium and Disadvantaged**

The school provides spaces to children on the pupil premium register to RockSteady for a years tuition. These places go to children who have enthusiasm for the subject or show a flair for music, encouraging their musical learning outside of the curriculum.

We loan children on the pupil premium/disadvantaged register a recorder that they can take home during the time that lessons are being taught to practice skills at home.

Our dedicated music room is a space where children can have their 1:1 lessons and practice their instruments. It is a space that children often use to regulate whilst playing music to calm and rest.

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.

## **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.

### **Performances**

As well as the performances mentioned above, the children at Hatfeild take part in a range of performances throughout the year including:

- Early Years Nativity,
- Key Stage 1 Christmas,
- Christingle in church

- Lower KS2 Carol concert,
- Upper KS2 Winter performance (musical)
- Year 6 musical performance (Summer Term)

Singing is an integral part of collective assemblies, building community cohesion and developing shared experiences. We have our school song, 'Proud of our School' that children in all year groups across the school are excited to sing together.

In the last school year we held the completion, 'Hatfeild's Got Talent' which provided all of our children the chance to showcase their musical talents.

The end of Year 6 production is always a showcase for the musical talent and enthusiasm that we have for music at Hatfeild. The children take part in auditions for the roles and are excited to learn their parts and perform to their peers and parents.

## In the future

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

### **Music Action Plan 2024/2025**

#### **Priority 1:**

To ensure that adaptations are made to ensure that all children are able to access the music curriculum.

- Adaptations are made through planning, resources and scaffolding

#### **Priority 2:**

To provide enriching extra-curricular activities and a musical culture across the whole school.

- Provide opportunities for children to take part in musical performances e.g. band, singing club, music club (ARP), singing assemblies
- Singing assemblies - play children music and provide information which increases their cultural capital. Sing songs that link with their class topics

#### **Priority 3:**

To train staff to utilise Charanga to teach music to a high-standard.

- As Music Leader and a music specialist, train myself in how to use Charanga effectively as a first-time user of the tool.

Train staff individually and in groups to use Charanga, demonstrating model lessons, discussing what progress looks like and how to use Charanga effectively.

## Further information (optional)

Merton Music Foundation - <https://mmf.org.uk/>

Charanga - <https://merton.charanga.com/>

School Website - <https://www.hatfeild.merton.sch.uk/page/?title=Music&pid=77>

RockSteady - <https://www.rocksteadymusicschool.com/>

Boogie Mites - <https://www.boogiemites.co.uk/>

Model Music Curriculum - <https://www.gov.uk/government/publications/teaching-music-in-schools>

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.