

Music development plan summary: Valentine Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Alex Pope
Name of school leadership team member with responsibility for music (if different)	Steve King
Name of local music hub	Southampton Music Hub
Name of other music education organisation(s) (if partnership in place)	Alex Pope – Showcase Music

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 Valentine Primary School, music plays a vital role in our curriculum. It supports pupils' self-esteem, self-discipline, academic attainment, and emotional well-being. Our music curriculum is inclusive and celebrates diversity through a broad and balanced programme from Early Years to Key Stage 2.

Curriculum Publication and SEND Access

Our full music curriculum by year group is published on our school website [Insert Link Here]. This includes details on how we increase access for disabled pupils and support those with special educational needs (SEND), aligned with statutory guidance. For more information, see our policies on [Curriculum](#) and [SEND](#) provision.

Curriculum Timetabling

Curriculum music is timetabled weekly for every year group:

- **EYFS:** Integrated through expressive arts and physical development activities (15–30 mins, multiple sessions/week)
- **KS1 & KS2:** Weekly discrete music lessons lasting approximately 45 minutes.

Curriculum Guidance

Our curriculum is informed by the **Model Music Curriculum (March 2021)** and enhanced through bespoke planning to reflect our pupils' cultural context and needs. Children are taught to appraise, perform, compose, and listen to a wide range of music from different historical periods, genres, and cultures.

YEAR 6 MUSIC: BLUES



Overall Learning Intention: During this unit of work the children will learn about Blues music appraising the style and discovering the history behind the development. They will learn to play the 12-bar blues chord sequence and compose with it in groups.



Prior Knowledge: In Spring 2 the children learnt about spirituals and briefly touched on the musical styles they influenced.



Learning Intention 2

To perform the 12-bar blues chord sequence

Learning Intention 1

To appraise Blues songs

Learning Intention 3

To perform a call and response blues verse



Learning Intention 4

To improvise using the pentatonic scale

Learning Intention 5

To compose 12-bar blues lyrics



Learning Intention 6

To improvise using scat singing

Learning Intention 7

To perform a 12-bar blues piece as an ensemble




Teaching & Learning

Pupils experience structured planning, meticulously sequenced to overlay learning overtime. This includes sharing the planning with children – such as in the example to the left where the S plan demonstrates the learning intentions over a unit of work.

The structure and sequencing ensures that children develop cumulative knowledge over time.

In addition to visuals to demonstrate learning sequences – our core content is mapped into child-friendly Knowledge Organisers in music to develop an appreciation of:

- ⇒ Subject specific vocabulary
- ⇒ Musical key knowledge

Vocabulary	Meaning	Key knowledge - Where did spirituals originate?	
Part singing	Performers singing something different to one another, often the same words but using a harmony line	Spirituals are a type of music created by the first African Americans who were enslaved people and their descendants. Many of the songs contain religious Christian themes combined with elements from African music such as call and response, pentatonic melodies and improvisation. 	
Layer	Musical parts that sit on top of each other, for example if there is a singer that is one layer, if there is a guitar playing chords that is a second layer		
Exodus	A book of the Old Testament wherein Moses led the Israelites out of slavery in Egypt and to the promised land	Key knowledge - Types of spiritual songs	
Musical signal	An idea in the music (such as a particular rhythm or short melody) that people recognise as having a predecided meaning	Jubilee song	A spiritual which is fast paced and rhythmic, often performed by more professional groups and choirs
Talking drum	A special drum used in West Africa which is played in a way that sounds like words being spoken	Sorrow song	A spiritual which is slow, with sad or despairing lyrics
Cade	A way of sending a message and keeping it secret	Work song	Songs performed whilst people perform manual labour, often involuntarily such as in slavery or prison settings
Rhythmic action	An action or movement made repeatedly in time to a pulse	Key knowledge - Expressing emotions using tonality	
Imitation (music)	Copying a line of music that has already been played (often by a different voice or instrument)	Major - happy sounding scale	Minor - sad sounding scale
Improvise	Creating new music in a live performance		
Expression	Using various techniques to convey your personal response to a piece of music		
Authentic (music)	To perform music from a different time or place with awareness of how it would have been performed originally, and attempting to perform in a similar way		
Assess	To review something and identify strengths and weaknesses		

Opportunities to Sing and Play Instruments

Pupils have extensive opportunities to sing and play instruments:

- **EYFS & KS1:** Singing, clapping games, and tuned percussion.
- **KS2:** Whole-class ensemble teaching (e.g. recorders, ukuleles, djembe drums), with performance opportunities each term.

Partnerships

Valentine Primary School partners with the **local music hub** to enhance music provision, access instrumental tuition, and support staff CPD. We also work with visiting musicians and organisations to provide enriched musical experiences for all pupils.

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.

Valentine Primary School offers a rich programme of musical opportunities beyond the classroom to help pupils discover and develop their talents, confidence, and love of music.

Peripatetic Music Tuition – Showcase Music Tuition

We work in partnership with **Showcase Music School** to offer peripatetic music lessons in the following instruments:

- **Flute, Clarinet, Alto Saxophone*, Trumpet, Euphonium, Baritone, Trombone**

- **Singing, Piano, Guitar, Drums, Violin**

(Please note: Saxophone tuition has limited availability.)

Lessons are available as:

- **Group lessons** (up to 3 pupils): £60 (30 lessons) or £70 (34 lessons) per term
- **Individual 1-to-1 lessons:** £90 (30 lessons) or £102 (34 lessons) per term

Tuition is offered **on-site during the school day** and timetables are provided before each term. Instruments (except Piano and Drum Kit) can be hired through Showcase Music.

Pupils eligible for **Pupil Premium** may access **subsidised or free lessons**, and we are committed to ensuring all pupils have the opportunity to participate regardless of financial circumstance.

Explore the instruments and meet the teachers on the [Showcase 'Inspiration' Page](#).

Ensembles, Choirs and Music-making Groups

Outside lesson time, pupils can join:

- **School Choir** (available from Year 2 upwards)
- **Instrumental ensembles**, formed from pupils receiving peripatetic tuition
- **Performance groups** for seasonal shows and school events

These groups rehearse at lunchtime or after school. Participation is encouraged for all pupils receiving tuition, and there is no additional cost to join these ensembles.

Progression and Awards

Pupils receiving lessons through Showcase are automatically enrolled in the **In Harmony Award Scheme**, a structured progression pathway with level targets and goals. Pupils may also be entered for **official graded music examinations** when appropriate.

Facilities and Practice Opportunities

Practice space is available within the school for pupils receiving tuition, and Showcase tutors support pupils in organising personal practice routines. Pupils may also be invited to perform in assemblies, school concerts, and local events.

Partnerships

Valentine Primary School collaborates with **Showcase Music School** and our **local music hub** to extend musical opportunities, access instruments, and provide staff training. These partnerships enrich our curriculum and extra-curricular offer.

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.

Wider Musical Appreciation and Enrichment through Partnerships

At Valentine Primary School, we believe that children develop a deeper appreciation of music when they experience it in authentic, engaging settings. Through our close partnership with **Southampton's Music Hub**, pupils from **EYFS to KS2** regularly attend high-quality, live musical performances at the **MAST Mayflower Studios** in Southampton. These specially curated concerts are designed for different key stages and expose pupils to a wide range of musical **styles, genres, and live instruments**, from classical orchestras to contemporary ensembles.

These experiences enrich pupils' understanding of the **musical elements** they learn in class, bringing to life the **composers and musical traditions** they study. For example, a child learning about dynamics and timbre in the classroom can witness them in action during a live performance, enhancing both comprehension and engagement. Pupils also gain insight into the cultural and historical contexts of music, deepening their appreciation of how different styles have evolved and influenced each other.

These opportunities are made possible through our valued collaboration with the Southampton Music Hub, which ensures our pupils are not only learning about music but **experiencing it as living art**, inspiring their creativity and musical curiosity.

In the future

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

Expanding Performance Opportunities

Through our developing relationship with **Southampton's Music Hub**, we aim to increase the number of **regular performance opportunities** available to pupils across the school. These may include termly **in-school concerts**, **community performances**, and **joint events with local schools**. This aligns with our aim to provide pupils with real-world contexts in which to demonstrate their musical skills and build confidence in ensemble and solo settings.

Strengthening Curriculum Connections

We are embedding music more deeply into our **wider curriculum**, building **schematic links** between music and other subjects to enhance coherence and meaning. For example, in **Year 1**, pupils explore **Sea Shanties** alongside their Geography topic on seas and coasts and Art projects focusing on maritime themes. This integrated approach reinforces subject knowledge while also enriching pupils' cultural and creative understanding.

Developing Skills and Breadth

We are exploring options to **increase weekly curriculum music time to one hour per week**, ensuring sufficient time for the development of musical skills and understanding. We also aim to **broaden the range of instruments** taught across the school, with further opportunities for pupils to access tuned percussion and beginner recorder sessions from Year 2 onward.

Looking Ahead

We are currently reviewing our long-term music curriculum map to align even more closely with the **Model Music Curriculum** and the **7 features of high-quality provision**, including regular appraisal, notation, and structured progression routes. Our goal is to ensure every child leaves Valentine Primary School with a strong musical foundation, a love of music, and meaningful experiences that will stay with them for life.