

Martinshaw Primary

School:



Music Development Plan

Overview









Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	20.09.24
Date this summary will be reviewed	20.09.25
Name of the school music lead	Caitlin Pinnick-Martin
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Leicestershire Music
Name of other music education organisation(s) (if partnership in place)	Sing-Up Rocksteady

Curriculum music – Pages 2-6.

PRESCHOOL- Conduct music using ‘Sing Up’ resources and aim to teach music once a week.

EYFS - Conduct music using ‘Sing Up’ resources and aim to teach music once a week for 30 minutes.

Y1-Y6 -Conduct music using ‘Leicestershire music scheme’ resources and aim to teach music once a week for an hour.

Term	Sing up music scheme curriculum		Leicester music scheme curriculum					
Year group	PRESCHOOL 	EYFS 	YEAR 1 	YEAR 2 	YEAR 3 	YEAR 4 	YEAR 5 	YEAR 6 
AUTUMN 1	<p>PULSE Unit: Let's be friends. Children begin to react to music emotionally as well as using basic movements.</p>	<p>PULSE Unit: Shake my sillies out. Unit: row, row, row your boat. Unit: slap, clap, clap.</p> <p>Children start to understand music has a beat (pulse) and use this confidently. They can apply understanding to a range of catchy songs with actions.</p> <p>Children use it to explore tempo, timbre and playing with sounds. They then go on to create a sound story with classroom percussion.</p>	<p>Unit: PULSE In this unit, children will experience and explore hearing and making long and short sounds on a variety of instruments. They will use their listening skills to identify the different sounds and follow and create signals when performing. The children learn a simple rhyme to establish the concept of syllables and rhythms and will explore how the pulse is integral to keeping in time when performing music.</p>	<p>Unit: PULSE In this unit, children will be looking at pulse and rhythm. They will continue developing their listening skills by recognising and marking the pulse in various pieces of music, including music which changes tempo. They will begin learning how to notate rhythm (crotchets, paired quavers and crotchet rests) using stick notation and create their own 4 bar, 4/4 rhythm in groups to perform. This unit uses space themed words in rhythm grids throughout (Earth, Saturn) but this can be adapted by teachers linking the work to their current topic by selecting their own 1 or 2 syllable words to use.</p>	<p>Unit: PULSE In this unit, children will learn about ostinatos and the importance of maintaining a steady pulse when performing the ostinatos. They will explore and create a range of sounds to compose their own short rhythm to be used as an ostinato. Children will then practise their ostinatos and use them in a whole class performance where several rhythmic patterns are being played at once. Visual cues will be explained, created and used to conduct groups during their performances.</p>	<p>Unit: PULSE In this unit, children will listen to a range of songs which are underpinned with ostinatos. They will learn a range of vocabulary which links to riffs, ground bass lines and repeating patterns. Through these experiences, they will develop their understanding and feel of pulse and the importance of keeping a steady pulse when performing. Chn will experience a range of different time signatures, including working with 10 beat rhythmic patterns.</p>	<p>UKELELE MUSIC LESSONS</p> <p>Children are taught techniques of how to hold the instrument and the correct names for each part. Children start to look at tab notation for notes and chords.</p>	<p>Unit: PULSE In this unit, children will be listening to a variety of music that includes a range of time signatures. They will hear, explore and create their own ostinatos using a variety of timbres of body percussion and voice. In small groups, children will create a piece in 5/4 time signature, built around several composed ostinato patterns.</p>

<p>AUTUMN 2 Y5/6 unit Voice in Summer 2</p>	<p>VOICE Unit: Travel and movement</p> <p>Pupils explore how they can move and travel from one place to another using the beat of a piece of music. Children explore rhythm chants, songs and develop listening skills.</p> <p>CHRISTMAS PRODUCTION</p>	<p>VOICE Unit: It's oh so quiet.</p> <p>Pupils will explore how music can tell a story and will be supported in identifying elements of music within a piece's dynamics e.g. loud/quiet, tempo.</p> <p>Children will have the chance to compose using percussion instruments and respond creatively to music in the form of movement and writing.</p> <p>CHRISTMAS PRODUCTION</p>	<p>VOICE</p> <p>In this unit, children will learn a variety of songs which contain a small range of notes and develop diction skills. They will also develop their performance skills to start and stop with accuracy. The unit will culminate in the class performing the songs which they have learnt to an audience. This will be recorded and children will comment on their own performance.</p> <p>(Song choir will vary to Christmas production songs)</p> <p>CHRISTMAS PRODUCTION</p>	<p>VOICE</p> <p>In this unit, children will learn to sing a variety of songs with accuracy, within a range of notes. They will develop their understanding of following and using performance instructions. The unit will culminate in the class performing two songs which they have structured and practised to an audience. This will be recorded and children will comment on their own performance.</p> <p>(Song choir will vary to Christmas production songs)</p> <p>CHRISTMAS PRODUCTION</p>	<p>VOICE</p> <p>In this unit, children will learn three new songs: Calypso Mash Up, Packed Lunch Peril and Wake Up Shake Up, which develop their vocal skills. They will focus on clear diction, accurate pitch-matching, singing with expression and dynamics and using performance instructions. They will also begin to sing songs with more than one part, maintaining their own part.</p> <p>(Song choir will vary to Christmas production songs)</p> <p>CHRISTMAS PRODUCTION</p>	<p>VOICE</p> <p>In this unit, children will learn a range of songs, in a variety of styles and from different cultures. They will develop their use of vocal technique and improve their awareness of breathing, pronunciation, pitch-matching and building confidence in their singing skills. The unit will culminate in a performance of all of the songs learnt.</p> <p>(Song choir will vary to Christmas production songs)</p> <p>CHRISTMAS PRODUCTION</p>	<p>UKELELE MUSIC LESSONS</p> <p>Develop on skills in A1 but start to develop an understanding of the elements of music and using this in composition.</p> <p>Children refine their listening skills for the elements of music.</p>	<p>20TH CENTURY MUSIC - SING UP UNIT</p> <p>1)Touch the Sky Based on the composed 'folk style' song Touch the Sky, pupils will explore the influences that the composer have drawn on from Scottish folk music. Improvise melodies using the pentatonic scale and perform a part within an ensemble of a traditional folk song in waltz time.</p> <p>2)Nobody know. Unit begins by learning the song, exploring the mood, texture and singing wit expression. Children then learn chord progression and create own lyrics and melodies on the theme of leavers. Finish unit by making an arrangement and recording group songs.</p>
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<p>SPRING 1</p>	<p>RHYTHM Unit: Animal tea part. Children develop their movement to music. Children know that different movements form a pattern. Children use percussion instruments to make rhythms.</p>	<p>RHYTHM Unit: Bow, bow, bow Belinda Unit: I've got a grumpy face (3L)</p> <p>These units help children create rhythmic patterns through dance to match a song. The exploration of different music allows for theme sound capes to me composed with children matching lyrics, creating instrumental sea accompaniments, responding to music with movement.</p>	<p>RHYTHM</p> <p>In this unit, children will explore how words and syllables can be used to create rhythms and help maintain a pulse. Physical actions and movements will be used to help show pulse and also indicate rests. Children will learn some graphic notation and compose simple rhythms in small groups. These will form part of a class performance which will be recorded and appraised by peers and the teacher. This feedback will then be used to help shape and improve a repeat performance.</p>	<p>RHYTHM</p> <p>In this unit, children will listen to a variety of music from diverse composers/performers such as Franz Schubert, Evelyn Glennie and The RAF Lossiemouth Pipe Band. They will explore pulse and rhythm through physical movement, playing instruments, singing, listening and making musical scores using stick notation. The unit will culminate with the children working in small groups to practice and perform an ostinato pattern which will demonstrate a steady sense of pulse, rhythmical accuracy and a clear start and end point. The performances will be recorded and an opportunity for feedback and advice will be offered by an audience.</p>	<p>RHYTHM</p> <p>In this unit, children will continue to develop composing and performing skills. They will also explore how rhythms can be created by using syllable patterns from simple spoken phrases. Children will experience working in mixed ability groups and creating graphic scores to notate their ideas, understanding how the sounds can also be represented as rhythm notation. The unit will finish with a performance which is recorded, allowing for self and peer assessment.</p>	<p>RHYTHM</p> <p>In this unit, children will have access to a wide variety of music including pieces by Anna Meredith, 'Animusic' and the musical, 'Stomp'. They will explore how rhythms can be created, layered and combined to produce a range of textures, dynamics and musical interest. Children will also experience working with formal and non-formal notation and using rhythm grids to compose music. They will perform to an audience at the end of the unit and assess their work through written and spoken feedback.</p>	<p>UKELELE MUSIC LESSONS Start to strum confidently and follow patterns (chords) using the instrument. Develop an understanding of notes and the sound they make. Continue to use notation chords on tab and use/play a wider range of notes.</p>	<p>RHYTHM</p> <p>In this unit, children will have many opportunities to perform as individuals and in groups, working with tuned and untuned instruments. They will also continue to explore graphic scores and discuss how they compare to using formal notation. Understanding of musical elements such as texture, timbre and dynamics will be further developed as the children create and conduct short performances. The unit will culminate with the children offering constructive self and peer assessment after watching recordings of their performances.</p>
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<p>SPRING 2</p>	<p>PITCH Unit: This is me Children explore their voices moving them up and down by singing different song.</p>	<p>PITCH Part 1: Unit: Up and Down Unit: Five, fine bumble bees.</p> <p>Unit-based on call and response singing games that use simple and repetitive 4 note tunes to support the development of pitch. Children learn simple actions/feelings through a song. Then progress by experimenting with timbre and start to compose.</p> <p>Children explore pitch and have the opportunity to compose new lyrics and play simple melodies on pitched instruments.</p>	<p>PITCH In this unit, children will focus on pitch through using their voice, playing different instruments and listening to and creating new sounds. They will play a range of games to demonstrate the differences in pitch. The unit will culminate with the children creating sound effects to accompany the story of Jack and the Beanstalk, thinking about how different moods, emotions and actions can be communicated through the use of certain pitches and other musical features.</p>	<p>PITCH In this unit, children will be focusing on building their confidence whilst singing, playing and identifying pitches. They will be responding to a range of graphic representations through singing or playing instruments. Children will also have many opportunities to compose their own music, which will incorporate elements of prior learning such as rhythm, tempo and dynamics. The unit will end with the children practicing and performing their compositions. The performances will be filmed and then assessed by the class to identify areas that could be improved.</p>	<p>PITCH In this unit, children will listen to a wide variety of music which will form the stimulus for class discussion and composition. Children will learn about using pitch to create different moods and emotional responses and will use some of the music they have heard as inspiration to create their own work. These compositions will eventually be performed and then evaluated by the class.</p>	<p>PITCH In this unit, children will listen to a range of music from a variety of artists. These pieces will become the stimulus for class discussions about using pitch to create different moods and emotional responses in music. The children will also explore music written for cartoons and animation, focusing on scenes from Tom and Jerry. Working in small groups, the children will be assigned their own Tom and Jerry clip to create a piece of music for. These compositions will be performed, recorded, assessed and then improved by peer and self evaluation.</p>	<p>UKELELE MUSIC LESSONS</p> <p>Harder chords are now learn to play simple melodies. Children use note names confidently and their rhythm notation.</p> <p>Children embed the elements of music into their own compositions e.g. syncopations.</p> <p>Listen skills are enhanced by identifying key features in a range of music genres.</p>	<p>PITCH In this unit, children will listen to a wide variety of music and explore musical themes and motifs linked to films and iconic characters. They will investigate the impact of intervals, namely semitones, on creating mood, feeling and emotion in music. This understanding will be used to help compose and perform their own themes and link them to characters they have chosen. Children will also be encouraged to incorporate further musical devices such as tempo and dynamics to help build a sense of mood.</p>
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<p>SUMMER 1</p>	<p>TECHNOLOGY, STRUCTURE AND FORM Unit: I've got feelings. Children explore different ways of playing instruments and how it makes them feel.</p>	<p>TECHNOLOGY, STRUCTURE AND FORM Unit: The sorcerer's apprentice. Part 3: Witch, Witch</p> <p>Children confidently use a structure of call and response to recreate their own music using voice and instruments.</p> <p>This unit helps children understand changes in tempo and respond to music through movement.</p> <p>During the its oh so quite unit, children will get creative when exploring dynamics for dramatic effect.</p>	<p>TECHNOLOGY, STRUCTURE AND FORM</p> <p>In this unit children will explore and sing a range of call and response songs, identifying the key features that create the song structure. Chn get to explore some aspects of music technology to use as accompaniment to some of their own lyrics and pieces. The unit ends with small group compositions, using graphic scoring, performances and feedback from the audience.</p>	<p>TECHNOLOGY, STRUCTURE AND FORM</p> <p>In this unit, children will explore Incredibox and Launchpad software to create sections and rhythms with layers and percussion rhythms. Pupils will also combine the software with composed body percussion rhythms, counting beats and bars accurately to perform pieces with clear structure.</p>	<p>TECHNOLOGY, STRUCTURE AND FORM</p> <p>In this unit children will learn the song: Oil in my lamp. The song will be analysed for its clear use of sections. Children will create their own class set of lyrics for the song as well as creating their own body percussion rhythms that will be performed in the intro and ending of the song. Final performances will take place and self assessments made where children can critique their work and discuss what went well and what could be improved.</p>	<p>TECHNOLOGY, STRUCTURE AND FORM</p> <p>In this unit children are introduced to new sections in musical structure (the bridge or C section). This new knowledge is used alongside learning new pieces of Music Technology software to perform and compose with. Children will also be introduced to the concept of audio effects and how to use these in music technology (as well as seeing examples of audio effects occurring in the natural world). Children finish the unit by performing / composing to a given structure and appraising and reflecting on their own and others' work.</p>	<p>UKELELE MUSIC LESSONS</p> <p>Continue to develop playing technique become more fluid in movements and making more leaps.</p> <p>Read basic musical notation on tab and strum a rhythm.</p> <p>Explore structure of music in the elements of each piece they study.</p> <p>Develop improvising skills looking at melodie, basic chords and using musical structure.</p>	<p>TECHNOLOGY, STRUCTURE AND FORM</p> <p>In this unit, children will learn about a wide variety of musical sections and how these can be used to form musical structure. Pupils will hear and have to identify these sections in a variety of pre-recorded songs from a variety of genres. Children will use Bandlab Education to create backing tracks before writing raps and body percussion rhythms over them. Performances of these group pieces will take place with opportunity for peer and self assessment in the final lesson.</p>
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<p>SUMMER 2</p> <p>Y5/6 complete 20th century topic in Autumn 2</p>	<p>20TH CENTURY MUSIC</p> <p>Unit: Let's Jam</p> <p>Children explore a range of instrument sounds and work together in a band to produce music.</p>	<p>20TH CENTURY MUSIC</p> <p>Unit: Down there under the sea.</p> <p>Unit: Bird spotting: Cuckoo Polka</p> <p>Children use this unit to explore timbre using voice and instruments. They use this and apply to compose a new verse in a song.</p> <p>Bird spotting is a unit that will sharpen the children's listening skills as they listen for the cuckoo call in Johann Strauss II.</p>	<p>20TH CENTURY MUSIC</p> <p>In this unit, pupils will learn the key features of folk music, experimental music and disco music. They will select at least one key feature from each genre as a basis for their own 20th Century-style composition.</p>	<p>20TH CENTURY MUSIC</p> <p>In this unit, pupils will learn the key features of Film music, The Beatles and Modern Bhangra. They will select at least one key feature from each genre as a basis for their own 20th Century-style composition.</p>	<p>20TH CENTURY MUSIC</p> <p>In this unit, pupils will learn the key features of House music, Reggae music and Rock and Roll music. They will select at least one key feature from each genre as a basis for their own 20th Century-style composition.</p>	<p>20TH CENTURY MUSIC</p> <p>In this unit, pupils will learn the key features of Minimalism, Musicals and Pop music. They will select at least one key feature from each genre as a basis for their own 20th Century-style composition.</p>	<p>UKELELE MUSIC LESSONS</p> <p>Listen to a range of genres identifying the elements of music throughout.</p>	<p>VOICE SUMMER PRODUCTION</p>
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Co-curricular Music –

INSTRUMENT / CHOIR	COST	WHO IS ELIGIBLE?	YEAR GROUP	DURATION	ON WHAT DAY?
VIOLIN LESSONS	£58.90 per term £10 hire cost or children purchase their own.	Parents can pay for this tuition.	Y3-Y6	30 minutes	Wednesday
ROCKSTEADY	£34.85 -monthly payments	Schools can fund places for pupil premium or parents can pay it the tuition	EYFS – Y6	30 minutes.	Monday
Guitar / Ukulele	Vary – see below prices for hire and lessons.	Parents can pay for this tuition.	Y1-Y6	30 minutes.	Tuesday
Piano	£12.75	Parents organise- pay for this tuition.	Y2-Y6	20 minutes.	Thursday
Choir KS1	FREE	All parents have the opportunity to complete a google forms giving consent for their child to attend after school	EYFS-Y2	30 minutes	Monday pm
Choir KS2	FREE	All parents have the opportunity to complete a google	Y3-Y6	45 minutes.	Wednesday pm

		forms giving consent for their child to attend after school			
Massed Choir	FREE	All children/parents have the chance to sign up. All costs go through the school to supply this experience.	Y3-Y6	1h sessions.	Session times vary. -Vocal coach comes in and works with children to.

Instrument Pack Prices

KS1 Ukulele pack – £60.00 to purchase or £14.00 per month to loan

KS2 Ukulele pack – £110.00 to purchase or £22.00 per month to loan

KS2 Guitar pack – £150.00 to purchase or £30.00 per month to loan

Instruments can be loaned for a minimum of 1 term/2 months of invoices. The instrument and accessories are yours after 6 months should pupils continue with lessons.

The requested instruments are handed to pupils upon their starter lesson.

Method Books and Exam Books

It is important all pupils come to lessons with their own books so dates, markings and notes to parents can be made to assist in practice at home.

All books used for lessons and for exam preparation are bought by Mr Matthew Green and invoiced with the lesson fees.

Available Lesson Types

Instrument	Lesson Type	Duration	Year Groups	Pupil Price per Lesson
Ukulele	Group	25 mins	EYFS to Year 6	£8.00
Ukulele	Paired	20 mins	EYFS to Year 6	£12.00
Ukulele	One to One	20 mins	Years 1 to 6	£18.00
Guitar	Paired	20 mins	Years 3 to 6	£12.00
Guitar	Paired	30 mins	Years 5 to 6	£16.00
Guitar	One to one	20 mins	Years 3 to 6	£18.00
Guitar	One to one	30 mins	Years 5 to 6	£25.00

Martinshaw have 2 rooms available for music lessons, outside instrument-focused lessons and rehearsals.

Studio Room	The Studio is available for Violin and guitar lessons.
Music Room	The Music room is used for class lessons (from preschool to Y6), rocksteady practice, Piano lessons and for choir.

Music Experiences

Singing Assemblies	A whole school singing assembly will happen for the whole of Autumn term. Then it will be done at the end of every fortnight/ month.
In school performances by the children	Classes up to Y4 take part in a Christmas production involving their voice skills in learning different songs. Y5/6 take part in a summer play developing their voice skills in learning songs.
Christmas band	This band comes into school and plays a range of country songs for the children – they join in at different points of the repetitive sections.
Rocksteady Performances Christmas/Easter/ Summer	Children that have been taking part in rocksteady will have a chance to perform to the whole school as well as their parents.
Plays / Theatre groups.	These are shown through topic-based learning in English. Teachers can access this through websites, or by contacting theatre groups.
Choir performances	They have the opportunity to perform to the school, parents, and at varying fairs the school holds.
Massed Choir performances	Children that volunteer for the Massed choir production in the summer term will participate in performance opportunities held in halls, theatres ext.

School Music Improvement Plan

1	Continue to develop the choir and offer opportunities to perform whenever possible.
2	Develop the music offer available for children through access to live music, performance opportunities and extra-curricular opportunities utilising the skills within the community.
3	Continue to embed the use of the music scheme and the use of recording and plenaries as final assessment piece using unit objectives, rather than a written assessment the end of each half term.