



## Music Development Plan

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.

<b><u>Detail</u></b>	<b><u>Information</u></b>
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Francesca Mead / Jemma Pike
Name of local music hub	Hampshire music hub
Name of other music education organisations	£78 per term (12 Weeks)

### **Part A: Music Curriculum**

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.



# Music Development Plan

Intent	<p>At Talavera, we understand the importance of a varied musical curriculum in providing cultural capital for our pupils. As such, by the end of their time with us, children will be able to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, by organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Children will have the opportunity to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They will develop their ability to compose music for a range of purposes using the dimensions of music, use and understand staff and other musical notations, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and have an understanding about the history of music.</p> <p>Our curriculum is informed by the National curriculum, Hampshire Music hub and the model music curriculum.</p>				
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1+ 2
<p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>Pitch - Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic</li> <li>Dynamics - Identify, use and understand getting louder and quieter in finer gradations</li> <li>Tempo - Identify, use and understand getting faster and slower in finer gradations</li> <li>Timbre - extend the use of voices and percussion instruments.</li> <li>Texture - Identify the use and purpose of different layers in music heard, created and performed</li> <li>Structure - Develop understanding of conventional. Explore the use of simple ostinato (short repeated patterns)</li> </ul> <p>Singing - Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs</p> <p>Rehearsing and performing Recognise why and when to improve and start to develop basic individual and group rehearsal skills</p> <p>Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas.</p> <p>Describing and discussing - Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary</p> <p><b>Singing</b></p>		<p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>Duration - Identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre</li> <li>Dynamics - Identify, use and understand getting louder and quieter in finer gradations</li> <li>Tempo - Identify, use and understand getting faster and slower in finer gradations</li> <li>Timbre - Identify families of non-percussion instruments and the way they are played</li> </ul> <p>Identify, listen and respond to a basic rhythm.</p> <p>Singing - Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs</p> <p>Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes.</p> <p>Describing and discussing - Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary</p> <p><b>Body percussion</b></p>		<p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>Pitch - Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g., pentatonic.</li> <li>Duration - Identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre.</li> <li>Structure - Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of ostinato.</li> </ul> <p>Playing - Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality</p> <p>Rehearsing and performing - Recognise why and when to improve and start to develop basic individual and group rehearsal skills</p> <p>Listening and responding Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas.</p> <p>Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composer's ideas and choices using a growing musical vocabulary</p> <p><b>Ukuleles</b></p>	



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<p>Year 4</p>	<p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>Duration - Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre</li> <li>Dynamics - Explore how to use dynamics for expressive effect</li> <li>Tempo - Explore how to use tempi for expressive effect</li> <li>Timbre - Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments</li> <li>Texture - Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts</li> <li>Structure - Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar but not the same for example simple theme and variations. Further develop use of ostinato</li> </ul> <p>Singing - Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs</p> <p>Playing - Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</p> <p>Rehearsing and performing - Recognise which improvements need to be made and use individual and group rehearsal skills</p> <p>Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</p> <p>Describing and discussing - Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</p> <p>African drumming - LM2</p>	<p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>Pitch - Identify melodic shape and explore different scale patterns including pentatonic, major and minor</li> <li>Duration - Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre</li> <li>Dynamics - Explore how to use dynamics for expressive effect</li> <li>Tempo - Explore how to use tempi for expressive effect</li> <li>Texture - Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts - Different children playing different parts but in unison.</li> <li>Structure - Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar but not the same for example simple theme and variations. Further develop use of ostinato</li> </ul> <p>Playing - Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</p> <p>Rehearsing and performing - Recognise which improvements need to be made and use individual and group rehearsal skills</p> <p>Notating - Understand and use detailed graphic notation. Use basic stave notation</p> <p>Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</p> <p>Describing and discussing - Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</p> <p>Brass - L2M</p>	<p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>Pitch - Identify melodic shape and explore different scale patterns including pentatonic, major and minor</li> <li>Duration - Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre</li> <li>Dynamics - Explore how to use dynamics for expressive effect</li> <li>Tempo - Explore how to use tempi for expressive effect</li> <li>Structure - Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar but not the same for example simple theme and variations. Further develop use of ostinato</li> </ul> <p>Playing - Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</p> <p>Rehearsing and performing - Recognise which improvements need to be made and use individual and group rehearsal skills</p> <p>Notating - Understand and use detailed graphic notation. Use basic stave notation</p> <p>Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</p> <p>Describing and discussing - Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</p> <p>Keyboards- L2M</p>
<p>Year 5</p>	<p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>Pitch - Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</li> <li>Duration - Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6</li> <li>Dynamics - Understand how a wide range of dynamics can be used and manipulated for expressive effect</li> <li>Tempo - Understand how a wide range of tempi can be used and manipulated for expressive effect</li> <li>Timbre - Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments</li> <li>Texture - Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments</li> <li>Structure - Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif</li> </ul> <p>Singing - Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments</p>	<p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>Duration - Identify and begin to understand more complex rhythm patterns and metres including counting in 8</li> <li>Dynamics - Understand how a wide range of dynamics can be used and manipulated for expressive effect - children to create the mood of the rainforest depending on weather.</li> <li>Tempo - Understand how a wide range of tempi can be used and manipulated for expressive effect - children to use speed to show the atmosphere in the rainforest.</li> <li>Timbre - Identify instruments within families and different instrumental / vocal combinations - children to make choices about instruments that would show the noise in the rainforest. e.g. hail would be loud bangs not a rain maker.</li> </ul> <p>Singing - Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments - Children to use their voice as an instrument to add to the mood of the music.</p> <p>Playing - Demonstrate accuracy and control of correct technique on a range of unturned and percussion instruments. Begin to play with musical intent.</p> <p>Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve</p>	<p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>Pitch - Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</li> <li>Duration - Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6</li> <li>Dynamics - Understand how a wide range of dynamics can be used and manipulated for expressive effect</li> <li>Tempo - Understand how a wide range of tempi can be used and manipulated for expressive effect</li> <li>Children to use to show the atmosphere of the planet. Would they go fast for Venus because it is red/orange and close to the sun so it is hot and dangerous?</li> <li>Timbre - Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments</li> <li>Children to make appropriate choices of instruments that would represent the size of planets, colour, warmth etc. Would they choose a loud drum to represent Venus because of the heat and danger?</li> <li>Texture - Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments - Can children layer their piece of music with varies instruments.</li> </ul>

Objective – black Specific skills - blue Link to topic/ launches/events etc – red



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	<p>Playing - Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent.          Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve          Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch          Listening and responding - Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas          Describing and discussing - Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</p> <p><b>Music through the ages - Anglo Saxons</b></p>	<p>Listening and responding - Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas          Describing and discussing - Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</p> <p><b>Rainforests - musical families - un-tuned instruments</b></p>	<ul style="list-style-type: none"> <li>Structure - Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif - Is there a structure to the children's piece of music? Does it repeat or have ostinato?</li> </ul> <p>Singing - Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments          Playing - Demonstrate accuracy and control of correct technique on a range of un-tuned and tuned percussion instruments. Begin to play with musical intent.          Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve          Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch          Listening and responding - Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas          Describing and discussing - Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</p> <p><b>Composing Space - musical families - tuned instruments</b></p>
<p>Year 6</p>	<p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>Pitch - Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</li> <li>Duration - Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7</li> <li>Dynamics - Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</li> <li>Tempo - Understand how a wide range of tempi can be precisely used and manipulated for expressive effect</li> <li>Timbre - Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact</li> <li>Texture - Use a range of harmonic devices with greater awareness and understanding in different musical contexts</li> <li>Structure - Use a broader range of developmental structures and expressive structures</li> </ul> <p>Singing - Further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style          Playing - Demonstrate precise and confident instrumental skills and use them to perform with musical awareness          Rehearsing and performing Recognise which refinements need to be made and know how to make them          Notating - Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation          Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved          Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary</p>	<p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>Pitch - Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music</li> <li>Duration - Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7</li> <li>Dynamics - Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</li> <li>Tempo - Understand how a wide range of tempi can be precisely used and manipulated for expressive effect</li> <li>Timbre - Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact</li> <li>Texture - Use a range of harmonic devices with greater awareness and understanding in different musical contexts</li> <li>Structure - Use a broader range of developmental structures and expressive structures</li> </ul> <p>Singing - Further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style          Playing - Demonstrate precise and confident instrumental skills and use them to perform with musical awareness          Rehearsing and performing Recognise which refinements need to be made and know how to make them          Notating - Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation          Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved          Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary</p>	<p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>Pitch - Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic</li> <li>Dynamics - Identify, use and understand getting louder and quieter in finer gradations</li> <li>Tempo - Identify, use and understand getting faster and slower in finer gradations</li> <li>Timbre - extend the use of voices and percussion instruments.</li> <li>Texture - Identify the use and purpose of different layers in music heard, created and performed</li> <li>Structure - Develop understanding of conventional. Explore the use of simple ostinato (short repeated patterns)</li> </ul> <p>Singing - Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs          Rehearsing and performing Recognise why and when to improve and start to develop basic individual and group rehearsal skills          Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas.          Describing and discussing - Describe, discuss and start to share opinions about what you hear, the impact of the music and the composer's ideas and choices using a growing musical vocabulary</p> <p><b>Singing- end of year production</b></p>

Objective – black Specific skills - blue Link to topic/ launches/events etc – red



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	David Attenborough - composing	Production - composing	
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## **Part B: Extra - curricular**

Children at Talavera have many opportunities to practise music outside of the classroom. These can be joined by pupils through Arbour every half term and they run in 5 or 10 week blocks. Guitar lessons are from an external agency and have an additional cost.

- Guitar lessons (£78 per term)
- Choir (£1.75 per session)
- Music Theatre club (£1.75 per session)
- Production club (£1.75 per session)

To make progress outside of lesson time, children can attend the following:

- Families can hire instruments from £26 to £36 per term, at: <https://www.hants.gov.uk/educationandlearning/hampshiremusic/instrumenthire>
- Children can join various ensembles through Hampshire Music service, at: <https://www.hants.gov.uk/educationandlearning/hampshiremusic/ensembles/areaensembles>
- Children can practise ensembles in school in small groups during break or lunch time in classrooms.

## **Part C: Musical experiences**

Exposing our children to a wide range of music experiences is important at Talavera. It enables children to gain appreciation of different genres. All events and musical performances are free and open to all students.

We organise various events to enable this, including but not limited to:

- Bi - weekly, children attend music assemblies where they learn the key components to singing: breathing techniques, posture, diction, rhythm and melody. They will also explore singing in parts, unison and harmonies. This gives our children the opportunity to be exposed to new music. Every assembly is accompanied by music across the ages which enables children to gain an appreciation of different genres.
- Children attend whole school events (bi - annually) where they perform in front of family and friends.
- Talavera's Got Talent allows children to showcase their musical talent.
- Talavera's Music Showcase allows children to demonstrate musical ability.
- Guitar concert

## **In the future**

We are continuously monitoring our music provision and teaching. Our focuses for this academic year are:

- Ensuring 80% of children are assessed as expected in Music. This will be monitored at the end of every term.
- Ensuring teaching is of an outstanding value which is monitored through lesson observations and continued CPD for staff.
- Continuous promotion of music in the school through various music events.
- Embedding language and children's understanding of the dimensions of music.

An in depth explanation of our future plans are available on request - please contact the school for further information.

Objective – black    Specific skills - blue    Link to topic/ launches/events etc – red