

Music development plan summary: *Aragon Primary School*

Overview

Detail	Information
Academic year that this summary covers	2024/2025
Date this summary was published	October 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Lauren Thompstone
Name of school leadership team member with responsibility for music (if different)	Adam Gilbert Clare Ryder
Name of local music hub	Merton Music Foundation (MMF)
Name of other music education organisation(s) (if partnership in place)	Rocksteady RAD Music Charanga

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 Aragon we want our children to develop a lifelong love of music and to become confident performers, composers and listeners. We focus on the skills, knowledge and understanding that children need in order to do this, singing, playing tuned and untuned instruments and listening and responding to music from all around the world.

Through our music curriculum children develop transferrable skills such as decision-making, creative thinking and teamwork. At Aragon, we believe in the power that music has, to provide emotional wellbeing and an opportunity to escape everyday stress.

The ‘Charanga’ scheme of work is used throughout the school. It follows the new Model Music Curriculum and meets all of the requirements of the statutory National Curriculum

for Music. It is an integrated, practical, exploratory and child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Our spiralling curriculum teaches the same musical concept through different musical activities thus enabling a more secure, deeper learning and mastery of musical skills.

The impact of Aragon Primary School's music curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson has guidance on how to support teachers in assessing pupil's progress.

The impact of Aragon Primary School's music curriculum will be seen in the following:

- Students will be confident in the areas of listening, composing and performing and will be able to express themselves musically.
- Show appreciation for a wide range of music genres and will understand how music is influenced by the wider world and culture to which it is developed.
- Students will learn to sing and use their voices and understand how to produce music including the fundamentals of pitch, dynamics, tempo, timbre, texture, structure and notation.
- Students will be confident to play in solo and ensemble contexts.
- Students will use staff and other musical notations.
- Overall, these skills that the students will obtain will benefit them both in education and in the wider world.

Music in EYFS

In early years education, a variety of adult-led and child-initiated activities are delivered through meticulous planning and engaging play, all centred around nursery rhymes and action songs, integrated within cross-curricular and thematic contexts. These activities not only enhance linguistic development and phonemic awareness but also promote physical coordination and social skills through collaborative play. Furthermore, the rhythmic and repetitive nature of nursery rhymes aids memory retention, while the incorporation of music fosters emotional expression and creativity. By embracing such holistic approaches, educators can create a stimulating learning environment that nurtures the holistic development of each child.

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.

The school facilitates one to one and group tuition through Totally RAD Music and small groups through a company called Rocksteady.

Totally RAD Music specialises in providing high-quality music education, offering both group and one-to-one lessons. Their experienced instructors cover a range of instruments, including guitar, drums, piano, vocals, and ukulele. Enrolling in these classes fosters not only musical skills but also enhances cognitive development, discipline, and self-confidence. Furthermore, students benefit from tailored instruction to suit their individual learning styles, ensuring a supportive and engaging educational environment conducive to musical growth. Some pupil premium children are offered free lessons, using the Pupil Premium Grant.

Rocksteady offers children the chance to be part of a 'rock band' and experience playing different instruments and performing vocals, all building up to an exciting end of term performance. Places for disadvantaged children are offered so that children in this group who have enthusiasm and/or flair for music can access these sessions, enabling and encouraging their musical learning as part of and beyond the curriculum. Some pupil premium children are offered free lessons, using the Pupil Premium Grant.

Music is deeply embedded throughout the curriculum and frequently serves to enrich pupils' learning experiences. For instance, during Black History Week, children in the Early Years Foundation Stage (EYFS) participated in Samba and Caribbean dance music, while the rest of the school engaged in physical activities centred around Caribbean music and culture. This integration promotes cultural awareness, enhances creativity, and fosters social cohesion among pupils. Additionally, the rhythmic elements of music support cognitive development and improve motor skills, ultimately enriching the overall educational experience and contributing to a well-rounded curriculum that values diversity and inclusion.

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.

School performances provide children with invaluable opportunities to engage in singing and instrumental play, encompassing EYFS and KS1 Nativities, KS2 Carol Concerts, Class Assemblies from Year 1 to Year 6, and the culminating Year 6 Performance. These events foster a myriad of benefits, including the enhancement of self-confidence as children showcase their talents before an audience. They also promote teamwork and collaboration as students work together towards a common goal. Additionally, such experiences nurture creativity and artistic expression, whilst contributing to the development of communication skills, thereby enriching the overall educational journey of each child.

The Aragon's Got Talent competition, organised by our esteemed school council, presents an invaluable opportunity for children with musical abilities to showcase their skills. Participants engage in year group auditions, with successful individuals progressing to the semi-finals and finals. This competition fosters creativity, boosts self-confidence, and en-

hances public speaking skills. Additionally, it promotes a sense of community, as students support one another, celebrating their diverse talents in a positive and encouraging environment. Past participants have included, singers, pianists, cellists, violinists, drummers and bands.

Early Years Foundation Stage (EYFS) engage in World Nursery Rhyme Week, an initiative that promotes the rich tradition of nursery rhymes through a variety of themed activities and a designated dress-up day. This enriching event greatly benefits children's development, as nursery rhymes play a crucial role in early literacy. By participating in these activities, children enhance their phonetic awareness, rhyme recognition, vocabulary acquisition and developing a love for music. The dress-up day not only adds an element of fun but also promotes creativity and self-expression as children embody their favourite characters. Additionally, this event provides opportunities for parental involvement, reinforcing the partnership between home and educational settings.

OPAL play significantly enhances pupils' engagement with music by fostering a creative environment for exploration and self-expression. During break times, children are provided with the freedom to experiment with various instruments and engage in dance, which not only nurtures their musicality but also promotes emotional well-being and social interaction. Such activities facilitate the development of coordination, rhythm, and creativity while instilling a lasting appreciation for music. Furthermore, the informal setting encourages collaboration and peer learning, enriching the overall educational experience. Ultimately, OPAL play supports the holistic development of pupils, encouraging a lifelong passion for the arts.

This academic year, some of our Year 5 children are participating in a long-term performing arts project in collaboration with Kings College, Wimbledon. This project will culminate in a performance of 'Beowulf' to the local community.

In previous years, when the opportunity has arisen, our children have had the opportunity to perform at the local garden centre, nursing homes, local churches and the O2.

Every year, our Year 6 children visit local high school's performances of musicals. In recent years, we have enjoyed Glenthorne High School and Raynes Park High School's productions of Billy Elliot, We Will Rock You, Bugsy Malone and many more.

In the future

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

We are seeking to continue to address socially disadvantaged pupils by ensuring they have access to a range of experiences including access to instrumental tuition, concerts and events.

To continue to foster a vibrant musical culture within our school, we shall engage in an array of musical performances throughout the academic year.

It is imperative to continue to monitor and review the Charanga Curriculum to ensure it meets the evolving educational needs of our students. By engaging with both educators

and students, we will gather valuable feedback that allows us to make informed adjustments, ensuring that the curriculum remains relevant, engaging, and aligned with best practices in music education.

To continue to develop staff's expertise in the teaching of music.

Further information (optional)

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

Totally RAD Music - [Award-winning in-school music lessons | Totally RAD School Music Lessons \(totallyradhub.co.uk\)](#)

Rocksteady - [Home - Rocksteady Music School](#)

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.