

Music development plan summary: Hartburn Primary School

Overview

Detail	Information
Academic year that this summary covers	24/25
Date this summary was published	tbc
Date this summary will be reviewed	June 2025
Name of the school music lead	Jessica Burns
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Tees Valley Music Service
Name of other music education organisation(s) (if partnership in place)	N/A

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 Hartburn Primary School, we believe our children are entitled to receiving an enjoyable and engaging experience of music. By encouraging the children to participate in a variety of musical experiences, we actively increase their creativity, self-confidence, **resilience** and sense of achievement, whilst at the same time, allowing all pupils to develop their love of music.

Our music curriculum supported by the Model Music Curriculum entitles the children to sing, listen, play, perform and evaluate. This is implemented in classroom activities as well as through our peripatetic lessons and music performances.

Music pedagogy is based on the development of these key musical concepts:

- Performing
- Composing
- Appraising

Our children, of all abilities, are actively involved in every lesson and experience music in a multitude of ways. Performance, composition and listening skills are key elements in our music curriculum and are explored in different ways, including the use of technology. All children are given the experience of playing a musical instrument, as well as developing their music theory by beginning to read music notation. Children are introduced to music from a range of genres, composers and cultures, allowing them to understand that the language of music brings us together in unity, regardless of where we are from. Excellent staff subject knowledge and **high expectations** from our staff and music specialists allow children to become inspired and build a love for music.

Our children experience music in many different ways:

Whole School Music

Celebration assemblies provide an opportunity for children to perform a favourite song through music or dance and also play instruments. Events such as Red Nose Day, Christmas Productions, Harvest Festival and School Leavers also provide opportunities for whole school shared music making with particular songs being prepared for these special days. Each assembly ends with the school reflection song, which was created by one of our specialist teachers Mr Chapman.

Classroom Music

In the Early Years, music is incorporated consistently into daily routines and is used to enhance teaching of the core curriculum.

We have two specialist teachers for music and performance, who have extensive knowledge and experiences in the arts, they are both working outside of schools as active performers and use their musical abilities and wide known contacts to enhance our bespoke curriculum and the offer the children are receiving at Hartburn Primary School.

Our specialist teachers provide a variety of projects from the Charanga scheme of work, which cover different areas of the music curriculum.

- The Charanga Musical School Scheme provides teachers from Reception to Year 6 with week-by-week lesson support for each year group in the school. It is ideal for specialist

and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum. Children are taught a 1 hour music lesson each week.

- Charanga supports teachers within their medium-term planning as it has clear and progressive teaching units, which links to the National Curriculum for music.
- Charanga also supports teachers within their short-term planning as it has a clear weekly focus, which links to the National Curriculum for music.
- Teaching and learning is differentiated to best match the needs of the class or set and the individuals within it; within the context of the aspect of Music that is being taught.
- If the learning needs of specific children are best met following an alternative structure then this will be discussed by the class teacher with the SLT.
- The Charanga scheme of work does not replace teacher creativity and teachers are free to teach objectives from the National Curriculum in alternative ways providing this is progressive, developmentally appropriate and stimulating.

Children with SEND or who are working below the expected level receive regular breaks, extra support, repetition, concise instructions, and pre teaching of vocabulary. Teaching, resources, and expectations are adapted in order for the children to be able to access the lesson.

Whole class singing happens in every lesson, in addition whole class drums, ukulele and glockenspiel teaching are delivered, where relevant to the curriculum. Children also have opportunities to play individually, as a small group or a whole class.

Assessment forms an integral part of the teaching and learning of Music. This is done by observing children working and performing, by listening to their responses and by examining work produced in relation to the expectations set out on our curriculum maps. Children are assessed using our SONAR tracking system which identifies clear and progressive end points. This ensures progress is maintained and end of key stage expectations are met by all children.

Within our trust, music leads form a music working party, and we meet every term. Each lead takes turns to host in their school, providing the opportunity to see the music curriculum they offer in action. The music leads meet to discuss curriculum updates, relevant issues, promote a culture of music and to share achievements and ultimately work in partnership to provide the best for our children.

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.

Tuition

As part of the vision for Hartburn, every child has an opportunity to experience instrumental playing (tuned and untuned instruments), either as an individual, in a small group or as a whole class.

- Singing tuition
- Drum tuition
- Guitar tuition
- Keyboard/piano tuition

Lessons are offered in small groups of up to four children, matched to their abilities, for which the parents pay £6.50 a lesson, paid half termly. Costs are subsidised through the pupil premium fund for those who are eligible, and financial support is also given towards the costs of experiences that occur outside of school, for example attending concerts/shows/performances.

As well as the tuition within Hartburn primary, Tees Valley Music Service also provide tuition for Brass, Woodwind and String instruments.

As a school, we have a full set of glockenspiels, ukuleles, and drums that children access.

Performance Opportunities

- Choir
- Live Lounge performances
- School Productions:
 - EY – Christmas performance
 - Y1/2 - Christmas performance
 - Y3/4 - spring performance
 - Y5/6 - summer performance
- Assemblies
- Local community performances
- Competitions
- Head Ambassador Christmas Sing-a-long
- Y5 Christingle at local church

Extra-curricular

- Weekly choir practice for Y3 – Y6 children.
- Dancefuzion after-school club
- Stockton International Riverside Festival
- Stockton Sparkles Christmas event

Children from Y3-6 can audition for a place in choir, free of charge. Children who do not succeed, are encouraged to try again the year after. Due to staffing, bus costs and performance capacities, there is a limit of between 30 and 40 children allowed in the choir.

Children are given opportunities to rehearse or practise individually or in groups in the studio during break times and lunch times.

Children are encouraged to practise outside of school time, to help them progress. Qualifications are available for children that wish to recognise their learning in a formal manner. In a classroom, teachers identify children who excel and direct them to local groups in order to further their learning outside school time.

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.

The wide and varied range of musical experiences that all of our children access allow them to grow in confidence and enable them to share their skills and talents with different audiences. It provides them with opportunities to express themselves through music, build experiences, share experiences and reflect on them.

- School Productions:
 - EY – Christmas performance
 - Y1/2 - Christmas performance
 - Y3/4 - spring performance
 - Y5/6 - summer performance
- Weekly full school singing in assemblies
- Pantomimes at Christmas
- Live band at school fair
- Trust wide song writing and production led by Hartburn Primary School

In the future

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

- Strengthening relationship with local music hub: Tees Valley Music Service - providing support for music lead as well as supporting enrichment and curriculum
- Consider other ways to fundraise for musical experiences
- Explore further opportunities for children to watch performances/concerts outside of school
- Develop links to local secondary schools - Ian Ramsey – attending their Christmas performance rehearsals