

Detail	Information
Academic year 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	Mrs Roberts
Name of school leadership team member with responsibility for music (if different)	Mrs Sanderson
Name of local music hub	Barnsley Music Education Hub

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.

Developing learners who:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds. Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians. Be able to understand and discuss the interrelated dimensions of music using technical vocabulary appropriate to their age and stage of learning. Experience composition and performance of music, through taught lessons and other events such as assemblies, school performances, extra curricular clubs and talent shows.

How this subject is taught:

For many children, music is taught using the Charanga scheme of learning. Charanga is a progressive program that enables pupils to reflect and build on their musical knowledge and skills. This scheme is taught from Year 1 to Year 4. Pupils are now familiar with the structure of music lessons and know the high expectations set by staff. The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It 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 and Development Matters. Each academic year is broken into 6 units of work (1 per half term), each divided into 6 progressive steps. Each unit is designed to take approximately six weeks, often focused around a specific song or piece of music. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

Each Unit of Work focuses on the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising

2. Musical Activities:

- a. Warm-up Games
- b. Optional Flexible Games
- c. Singing
- d. Playing instruments
- e. Improvisation
- f. Composition

3. Performing:

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The teacher is able to plan and provide the opportunity to embed a deeper learning, knowledge, understanding and skills. Teachers have been using Charanga in the progressive sequence which results in pupils being able to make links between skills. A variety of instruments are being used to support children's development.

Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum from Y1 to Y4 which ensures the progression of skills and knowledge throughout each year group. Pupils with SEND are able to participate and progress well (supported by technology, tools and instruments), which enable music lessons to be fully inclusive for all pupils. Every child is entitled to learn to play a tuned instrument. Teachers are supported in their instruction of glockenspiels through Charanga, and further tuned tuition is also available through the local music service.

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. There is an emphasis on learning through song and simple rhythm. We continuously use our understanding of child development and skill progression, baselines, observations and assessments to identify and review our children's strengths and gaps. Emphasis is placed on specific sounds and their repetition within early reading. This knowledge, along with the Educational Outcomes and Early Learning Goals within the Statutory Framework, drives our provision, learning environment and tailors our curriculum to the children's needs as well as ensuring we provide a broad range of knowledge and skills that are continuously built upon to provide the right foundations for the children in our care to become lifelong learners. Children explore by creating sounds and listening to sounds within their environment. All of this is provided through our continuous provision to engage children's curiosity, thinking and learning through play and adult focus tasks.

In UKS2, children have the opportunity to study either brass or percussion for two consecutive years under the tutorage of a skilled music professional from BMS. These weekly lessons continue throughout the year and allow children to build a good understanding of the instrument.

Throughout the lessons, children continue to explore the music basics at an appropriately higher level and put these into practice by improvising, composing and performing music each week. Children are taught to use and understand staff and other musical notations and put these into practise. They will also continue to appreciate and understand a wide range of high quality recorded and live music from a range of traditions, composers and musicians; this enables them to continue to develop an understanding of the history of music. At certain points within the year, children get the opportunity to perform at BMS schools' concerts.

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.

At Athersley South Primary School, we are committed to providing rich and diverse musical experiences that extend beyond the core curriculum. Our music curriculum programme is designed to offer pupils numerous opportunities to sing and play music, fostering a lifelong love for the subject and enabling them to make significant progress on their musical journey.

KS1 Christmas play:

Children in KS1 perform a number of songs each year as part of their Christmas performance. This gives them the opportunity to develop their performance skills in front of a familiar audience within a known environment.

After School Glee Club:

Our after-school glee club, open to Key Stage Two pupils has been a vibrant part of our music programme throughout the academic year. The choir provides an opportunity for children to develop their vocal skills, learn to sing in harmony and perform in front of live audiences. Notably our choir has performed at Young Voices. This has given the pupils the chance to experience the thrill of performing in large venues and being part of a larger musical community. These performances not only enhance their musical skills but also build confidence and teamwork.

KS2 production:

Each year KS2 children have the opportunity to perform in the school production. This involves after school rehearsals and the opportunity to rehearse and perform an entire production over 2 nights to a packed out audience.

UKS2 instrumental performance:

Children in UKS2 have opportunities to perform either their brass or percussion instrument as part of an ensemble throughout the year. Every year the children take part in the BMS performance at the Metrodome arena. Prior to this, the children also perform to the whole school to enable them to share their learning with their peers.

Instrumental Learning Opportunities

We believe in the importance of instrumental learning as part of a well-rounded music education. At Athersley South Primary School, we provide whole-class ensemble teaching and small-group lessons to ensure that all pupils have the chance to learn an instrument.

Individual and Small Group Tuition

To cater to pupils who wish to pursue music more intensively, we offer individual and small group tuition for a variety of instruments. These sessions are tailored to the needs of each pupil, allowing for focused and personalised instruction. Pupils can choose from a range of instruments including guitar, woodwind, percussion and brass instruments. This one-to-one or small group setting ensures that pupils receive the attention and guidance they need to progress at their own pace and achieve their musical goals. Our co-curricular music activities are designed to complement and enhance the core curriculum, providing pupils with a comprehensive musical education. Through regular practice, performance opportunities, and exposure to a variety of musical styles and instruments, pupils can develop their skills and deepen their understanding of music. The structured progression from whole school collective worship singing to instrumental learning and performance opportunities ensures that pupils build a solid foundation in music and are well-prepared for further musical study. In conclusion, Athersley South Primary School's co-curricular music programme offers a wealth of opportunities for pupils to engage with music in

meaningful and enjoyable ways. By providing a variety of singing and instrumental activities, we aim to nurture each child's musical potential and instil a lifelong appreciation for the art of music.

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.

At Athersley South Primary School, we are committed to nurturing confident, lifelong learners who are proud of their heritage and ready to make a positive contribution to society. As part of our holistic approach to education, we provide a rich diet of experiences that nurture the whole child. A crucial component of this is our comprehensive music programme, which includes a variety of musical events and opportunities designed to expose students to the joys of performance and foster a deep appreciation for music.

Attending live performances is an integral part of our music curriculum. It exposes children to new environments, helping them develop a sense of belonging and build emotional intelligence. These experiences are well-planned, coherent, and progressive, ensuring that all students benefit from them. For instance, we have held whole school concert performances in our hall, providing students with the opportunity to experience live music in a familiar setting. Additionally, some year groups have attended a pantomime performance, which not only entertains but also educates students about different forms of theatrical expression.

This year we have musicians from Concerteenies performing to our KS1 children and in previous years we have had involvement with Barnsley Youth Choir. Our choir participates in events such as Young Voices, where they perform alongside thousands of other children, creating a memorable and inspiring experience. Additionally, we host performances by our brass and percussion players. These performances provide students with a platform to express themselves and gain confidence in their abilities.

Seasonal performances are another highlight of our music programme. In the autumn term, we have an EYFS and KS1 Christmas performance, which brings the school community together to celebrate the festive season. Similarly, our KS2 students participate in their own concerts, where they perform for the whole school and the wider community. These events not only celebrate students' musical achievements but also strengthen community bonds.

To ensure that music education is accessible to all, we subsidise the majority of our events and live performance visits. Additionally, through our partnership with Barnsley Music services, we offer a discount to pupil premium students wishing to take on small group tuition. This commitment to inclusivity ensures that every child at Athersley South Primary School has the opportunity to experience the transformative power of music.

In conclusion, our comprehensive music programme at is designed to provide students with a wide range of musical experiences. From attending live performances to participating in structured singing assemblies and seasonal concerts, our students are immersed in a vibrant musical culture that nurtures their talents and fosters a lifelong love of music.

In the future

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

At Athersley South Primary School, we are dedicated to continuously enhancing our music education provision to ensure that it meets the highest standards and provides enriching experiences for all our students. In the coming years, we plan to implement several key

improvements in curriculum music, cocurricular music, and musical experiences to further develop our students' musical abilities and appreciation.

Professional Development for Teachers:

We will continue to conduct regular CPD sessions, focusing on identified needs through learning walks and staff feedback. These sessions will cover various aspects of music education, including new teaching strategies, assessment techniques, and a focus on composition and improvisation. Enhancing teachers' skills and confidence in delivering music education will lead to more effective teaching and better student outcomes. CPD that focuses on developing teachers as musicians will be particularly beneficial, as highlighted by OFSTED's research review.

Utilising Assessments for Gap Analysis:

The music subject leader will regularly review assessment data to pinpoint areas where potential gaps in students' learning needs to be addressed. This process will begin immediately and continue throughout the year. By identifying and addressing gaps in learning, we can tailor our teaching to meet the needs of all students, ensuring that no child is left behind.

Further information

To supplement our offer at 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. <https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people>