

# Music development plan summary: High Hazels Academy

## 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	Laura Field
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Sheffield Music 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.

We teach deliver our music curriculum through the Kapow Primary Music Scheme. The intention of our curriculum is, first and foremost, to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children’s development as learners and have a wider application in their general lives outside and beyond school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<a href="#">Exploring sound</a>	<a href="#">Celebration music</a>	<a href="#">Music and movement</a>	<a href="#">Musical stories</a>	<a href="#">Transport</a>	<a href="#">Big band</a>
Year 1	<a href="#">Keeping the pulse (My favourite things)</a>	<a href="#">Tempo (Snail and mouse)</a>	<a href="#">Dynamics (Seaside)</a>	<a href="#">Sound patterns (Fairytale)</a>	<a href="#">Pitch (Superheroes)</a>	<a href="#">Musical symbols (Under the sea)</a>
Year 2	<a href="#">Call and response (Animals)</a>	<a href="#">Instruments (Musical storytelling)</a>	<a href="#">Singing (On this island)</a>	<a href="#">Contrasting dynamics (Space)</a>	<a href="#">Structure (Myths and Legends)</a>	<a href="#">Pitch (Musical me)</a>
Year 3	<a href="#">Ballads</a>	<a href="#">Creating compositions in response to an animation (Theme: Mountains)</a>	<a href="#">Developing singing technique (Theme: The Vikings)</a>	<a href="#">Pentatonic melodies and composition (Theme: Chinese New Year)</a>	<a href="#">Jazz</a>	<a href="#">Traditional instruments and improvisation (Theme: India)</a>
Year 4	<a href="#">Body and tuned percussion (Theme: Rainforests)</a>	<a href="#">Rock and roll</a>	<a href="#">Changes in pitch, tempo and dynamics (Theme: Rivers)</a>	<a href="#">Haiku music and performance (Theme: Hanami)</a>	<a href="#">Samba and carnival sounds and instruments</a>	<a href="#">Adapting and transposing motifs (Theme: Romans)</a>
Year 5	<a href="#">Composition notation (Theme: Ancient Egypt)</a>	<a href="#">Blues</a>	<a href="#">South and West Africa</a>	<a href="#">Composition to represent the festival of colour (Theme: Holi festival)</a>	<a href="#">Looping and remixing</a>	<a href="#">Musical theatre</a>
Year 6	<a href="#">Dynamics, pitch and texture (Theme: Fingal's Cave)</a>	<a href="#">Songs of WW2</a>	<a href="#">Film music</a>	<a href="#">Theme and variations (Theme: Pop Art)</a>	<a href="#">Baroque</a>	<a href="#">Composing and performing a Leavers' Song (6 lessons)</a>

## 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 High Hazels Academy, we recognise and promote the importance of developing our pupils’ talents and interests outside of the classroom. For music, our KS2 school choir is run by our music teacher twice a week. Our school choir regularly performs at school events e.g. the Lantern Parade, opening ceremonies, school assemblies etc. Our school choir also performs at the Young Voices Concert at the Utilita Arena alongside thousands of other students and in front of a large audience.

In KS1, pupils have the opportunity to join a lunchtime glockenspiel club to develop their interests in music and playing instruments.

## 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.

In addition to the music curriculum, pupils also have the opportunity to engage in a range of musical experiences from EYFS-Y6. These are outlined below:

### **FS1 and FS2 – Winter Singalong**

Pupils are given the opportunity to perform in a Winter concert in front of their parents.

### **FS2 – Concerteenies**

Our FS2 pupils take part in Concerteenies where they learn a story through music and have the opportunity to perform alongside the musicians at a concert in school..

### **Year 1 – Nativity**

Pupils in Y1 are given the opportunity to sing and perform in our school nativity in front of parents and other pupils.

### **Year 1 – Music in the Round**

In Y1, pupils attend a Music in the Round 'Musical Stories' concert at The Crucible.

### **Year 2 – End of Year Performance**

Before they move to KS2, pupils are given the opportunity to perform and sing in front of their parents and peers.

### **Year 3 – One Voice Christmas Singing Festival**

In Y3, pupils learn a number of Christmas songs for a performance at The Octagon Centre, alongside other schools and in front of an audience of parents.

### **Year 4 – Music Hub Lessons**

In Year 4, pupils have the opportunity to work with a music specialist from the music hub to learn Samba Drumming.

### **Year 5 – Halle Concert**

Pupils learn a song to sing alongside the Halle Orchestra at a concert performed at the City Hall.

### **Year 6 – End-of-year Production**

To celebrate the end of their time at High Hazels, Y6 pupils sing and perform in production at the end of the year in front of other pupils, staff and parents.

### **Year 3, 4, 5 and 6 – One Voice Summer Singing Festival**

In KS2, all pupils take part on the One Voice Singing Festival. Each year group learns one of the songs and joins in with the live performance. One class each year is chosen to attend the live concert.

## In the future

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

- Continue to build on the music provision that is already in place at High Hazels Academy.
- Continue to strengthen the delivery of the music curriculum through the development of a specialist music teacher.
- Broaden the opportunities for extracurricular music clubs and opportunities to learn musical instruments.
- Further develop the opportunities for the school choir to perform, both in and out of school.