Music development plan summary:
WEST HILL PRIMARY ACADEMY

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	SEPTEMBER 2024
Date this summary will be reviewed	SEPTEMBER 2025
Name of the school music lead	KATY WARD
Name of school leadership team member with responsibility for music (if different)	KATY WARD
Name of local music hub	KENT MUSIC HUB
Name of other music education organisation(s) (if partnership in place)	Red Rooster, Mick Jagger Centre
	James Taplin Music

Our Vision for Music at West Hill

At West Hill, we believe that music is a vital part of every child's education and personal development. Our vision is to nurture a love of music in all pupils, inspiring creativity, self-expression, and a lifelong appreciation of the musical world.

We aim to provide a rich, inclusive, and engaging music curriculum where every child can explore, perform, compose, and respond to music with confidence. Through high-quality teaching and a broad range of musical opportunities, we will help children develop their musical skills, deepen their cultural understanding, and celebrate their achievements as musicians.

Music at our school will:

🎵 Be accessible and inclusive, ensuring every child, regardless of background or ability, can participate and thrive.

🎵 Foster creativity and confidence, encouraging children to experiment, take risks, and express themselves.

🎵 Celebrate diversity, exposing children to music from a wide range of cultures, styles, and traditions.

🎵 Build community, bringing children, staff, families, and the wider community together through shared musical experiences.

🎵 Support wellbeing, recognising the positive impact music can have on mental health and happiness.

Through our commitment to musical excellence, we will help every child discover the joy of music and unlock their full potential.

Part A: Curriculum music

KS1 CYCLE A					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Music Express: Toys **Year 2: Beat and Tempo**	**Christmas Play**	**Listen to music: Stuarts/ 1960s**		**African Drumming**	**Music express: Pattern** **Year 2: Beat**
Know how to sing and use voice to perform. Know how to keep a steady beat. Know how to mark beats with a four-beat metre. Know how to keep a steady beat through chants, instruments and actions. Know what tempo is and how to change it.		Know how to listen to and respond to music. Know how to review and evaluate music. Know some music from different times. Know some composers and musicians. Know the interrelated dimensions within a piece of music.		Know how to listen and review African music. Know how to perform and evaluate own African drumming. Know different pieces of African music. Know how to use technology to create music. Know the difference between live and recorded music.	Know how to perform a steady beat. Know how to perform different patterns of steady beat. Know how to create a simple score using simple notation. Know how to perform beat patterns. Know how to read musical notation to perform.
KS1 CYCLE B					
Music Express: Seasons **Year 1 & 2: Pitch**	**Christmas Play**	**Music Express: Weather** **Year 1 & 2: Exploring sounds**		**Playing a musical instrument.**	**Music express: Our land** **Year 2: Exploring sounds**
Know what pitch is and that it can rise and fall. **Know the difference between pitch and dynamics (volume).** **Know how to read pitch through graphic symbols.** **Know pitched and unpitched percussion sounds.** **Know a piece of orchestral music.**		**Know what dynamics, duration and timbre is and how to create it with voices, body percussion and instruments.** **Know how to improvise a piece of music.** **Know what a sequence of sounds (structure) is, in a piece of music.** **Know a chant.** **Know what a rhythm pattern is.**		**Know how to play a tuned instruments** **Know how to read musical notations.** **Know how to perform the interrelated dimensions of music.**	**Know what timbre and texture are.** **Know ways of producing sound.** **Know how to evaluate composition.** **Know how to rehearse and refine for a performance.**

Know what an ostinato is and how it can accompany a song. **Know how to sing with expression.** **Know how to perform a rising pitch sequence.**	**Know how to accompany a song.** **Know how to compose music.** **Know how to perform a rhyme.**		

LKS2 CYCLE A					
Term1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Music Express— Food and Drink	**Singing— Christmas**	**Music Express— Poetry** **Year 3/4:Performance**	**Recorders** **Tuned instrument**	**Year 3&4: composition**	**Music Express— Human Body** **Year 3: Structure**
Know how to play a simple accompaniment Know how to combine sounds to create different musical textures Know different types of accompaniment		Know how to enhance and extend the performance of a poem. . Know how to improvise descriptive music. Know how to identify a sequence of sounds in a piece of music. Know how to respond to music through movement. Know techniques of beat boxing.	Know how the recorder produces sound Know how to play different notes on a recorder Know how to read music notation	Know how to sing in a pentatonic scale Know what the pentatonic scale is Know how to interpret a graphic score and graphic notation Know how to combine sounds to produce a descriptive piece of music	Know what a call and response structure is, Know how to perform rhythms. Know how to sing in two parts. Know what binary form is.
LKS2 CYCLE B					
Music Express— Singing Spanish **Year 4: pitch**	**Singing— Christmas**	**Music Express— Buildings** **Year 3:Beat**	**Recorders** **Tuned instrument**	**Music Express—Environment** **Year 3&4: composition**	
Know how to singing in groups. Know how to repeat rhythms. Know how to create descriptive music. Know how to sing in a minor key. Know how to sing in two parts with accompaniment. Know how to combine tuned percussion, untuned percussion, and singing.		Know that music can be organised in sequences and layers . Know simple rhythms within a steady beat. Know how to combine rhythms in layers Know how to create musical structure.	Know what pentatonic melodies are. Know what a pentatonic scale is. Know how to compose and notate a pentatonic melody.	Know how to sing in two-part harmony. Know how to accompany a song with a melodic ostinato. Know what timbre is. Know what ternary form is. Know what a rondo structure is. Know how to accompany a song with drone and ostinato on tuned percussion.	

		Know examples of Tudor music, Know and recall sounds from Tudor music.	Know the descriptive music of two major composers. Know how to compose a piece of music. Know what timbre is and how it can be combined to accompany a song.

UKS2 CYCLE A		
Term 1/2	**Term 3/4**	**Term 5/6**
Music express—Stronger Together	**Music Express—Our Community**	**Music Express—Journeys**
Know how to discuss music with reference to the musical elements Know how to sing and play music with different rhythms Know how to create descriptive music Know how to create a melody to suit a purpose Know how to identify the mood of feeling of a piece of music Know how to sing in two and three part canon Know how to refine and develop my own compositions Know how to effectively communicate mood through music	Know a song. Know what a metre is. Know how to conduct metres of 2, 3 and 4. Know how to write lyrics. Know how to use ostinato to invent or improvise rhythms. Know importance of rehearsing.	Know how to sing in three part harmony Know how to sing expressively Know the importance of being aware of the audience Know how to sing major and minor note patterns Know how to describe a song's structure

UKS2 CYCLE B		
Music express—life cycles	**Music Express—solar system**	**Music Express—At the movies**
Know how to sing in two and three parts. Know how to read a melody in staff notation Know how to accompany a song with tuned and untuned instruments. Know how to combine vocal sounds and instruments in four parts. Know how to combine sounds to make a structure.	Know about the sound of the whole tone scale. Know the musical dimension within a piece of music. Know how to perform a song with attention to tone and phrasing Know how to create a musical background. Know musical vocabulary. Know what dynamics and texture is.	Know how to interpret notation Know how to use a storyboard to structure sounds Know how sound effects and music are used in film Know how to compose suitable sound effects for film Know how to create music for film Know the effects of changing tempo

Know how to make musical effects using contrasting pitch. Know about the music of an early opera Know how to create descriptive music. Know an awareness of audience is needed during a performance.	Know a melodic ostinato using staff notation. Know techniques of performing rap. Know a song with complex texture.	Know importance of rehearsing.

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.

Part B: Co-curricular music

We participate in the Young Voices concert each year with other schools in our alliance. We also offer opportunities for children to learn an instrument in school using musicians from James Taplin music company.

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.

Our choir also sing at the local residential home to the elderly.

Part C: Musical experiences

We regularly sing in each assembly for KS1 and KS2. Our children put on termly assemblies for parents and this includes singing and dancing, supported by Jiggle Dance Company.

EYFS – Christmas show

Year 1/2 – Nativity show

Year 3/4 – Carol Concert in Christchurch

Year 6 – Year 6 Production