



We dream big, show pride  
and do our very best!



Welcome to  
Foljambe Primary School

# MUSIC DEVELOPMENT PLAN 2024/25

**FOLJAMBE PRIMARY SCHOOL**

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## 1. Overview

Below is an overview that outlines key information regarding music at Foljambe Primary School.

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	September 2024
Date this summary will be reviewed	June 2025
Name of the school music lead	Sarah Gibbons
Name of school leadership team member with responsibility for music (if different)	Sarah Bingham, Sarah Gibbons
Name of local music hub	Rotherham Music Hub

## 2. Part A: Curriculum music

This section 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. An overview of the music curriculum for each year group is available on the Foljambe Primary School website.

At Foljambe Primary, the music curriculum is underpinned by the Development Matters Framework (2023) National Curriculum and incorporates elements from the Model Music Curriculum (March 2021). We aim to ensure our music curriculum is designed to sequence learning, through the progression of skills and knowledge, and embed the key skills that are required to develop their interest in the 3 pillars of the music curriculum: technical, constructive, expressive. As the majority of our pupils are taught in mixed-year group classes, this is done through a two-year planning cycle which is designed to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. It develops an awareness of different genres and cultures and enables students to work independently or as part of a group. Musical knowledge, understanding and skills provide the frameworks and approaches that explain how music has developed over time. We aim to ensure that pupils develop a competence in reading musical notation and using this whilst developing a competence with key instruments. Each phase focuses on a particular instrument and students have the opportunity to progress to the next level of musical excellence.

Within the music curriculum, whole-class instrumental and singing lessons, ensembles and music events, and broadening horizons are woven throughout.

The curriculum is cohesive, details the three pillars of the musical curriculum (technical, constructive, expressive) in design, and builds on prior learning. It is also designed and implemented to inspire a love of learning, self-belief, and aspiration with the WPT 4 key intentions at the forefront: the removal of barriers to learning, developing skills for learning, fostering personal attributes and enriching student experiences and broadening their horizons.

The music curriculum gives students opportunities to:

- Develop self-confidence through performance, both through lessons and extra-curricular participation
- Encourage creativity through composition skills
- Understand the complexities of music through analysis of a wide range of genres from different musical and cultural perspectives
- Encourage personal development through ensemble performances and group compositions
- Understand how music can support the development of life skills, such as confidence, self-awareness, resilience, and discipline, and provide a holistic experience that they can take beyond their musical studies



- Develop their cross-curricular skills of problem-solving, perseverance, diligence, teamwork, time management, organisation, responsibility, and cultural history
- Gain a sense of achievement through performance.

## Curriculum Overview

### Foundation

FOUNDATION (CYCLE A)	LONG TERM PLAN - EARLY YEARS FOUNDATION STAGE - MUSIC					
	AUTUMN 1 - UNIT 1	AUTUMN 2 - UNIT 2	SPRING 1 - UNIT 3	SPRING 2 - UNIT 4	SUMMER 1 - UNIT 5	SUMMER 2 - UNIT 6
	ME	LET'S CELEBRATE CHRISTMAS	EVERYONE	HANDA'S SURPRISE	BIG BEAR FUNK	THE WAY OF THE WATER
	Musical learning focus	Musical learning focus	Musical learning focus	Musical learning focus	Musical learning focus	Musical learning focus
	Listening and responding to different styles of music; Embedding foundations of the interrelated dimensions of music; Learning to sing or sing along with nursery rhymes and action songs; Improvising leading to playing classroom instruments; Singing and learning to play instruments within a song; Share and perform the learning that has taken place;	To learn about music from different cultures; responding to music with movement; to name instruments from different cultures; to take part in traditional call and response songs; to use actions to accompany traditional christmas songs.	Listening and responding to different styles of music; Embedding foundations of the interrelated dimensions of music; Learning to sing or sing along with nursery rhymes and action songs; Improvising leading to playing classroom instruments; Singing and learning to play instruments within a song; Share and perform the learning that has taken place;	To explore music of African through Handa's Surprise; to identify tone/timbre of african instruments; to tap/clap rhythms of words an maintain a pulse; to compose music by selecting and combining sounds with support.	Listening and responding to different styles of music; embedding foundations of interrelated dimensions of music; finding the pulse in different ways; to perform copyback rhythms; to explore pitch by creating own sounds with voices and instruments;	Listening and responding to contemporary music, understanding how the interrelated dimensions of music contribute to the mood of a piece; Exploring timbre, and structure; exploring pitch using actions to represent high/low sounds, understanding how pitch is used in songs; learning the difference between rhythm and pulse; creating ostinato rhythms on untuned percussion instruments.
	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
	OBJECTIVES					
	I can remember and sing entire songs. (3-4)	I can remember and sing entire songs. (3-4)	I can remember and sing entire songs. (3-4)	I can play instruments with increasing control to express my feelings and ideas. (3-4)	I can play instruments with increasing control to express my feelings and ideas. (3-4)	I can create my own songs, or improvise around one I already know. (3-4)
	I can sing the pitch of a tone sung by another person. (3-4)	I can sing the pitch of a tone sung by another person. (3-4)	I can sing the pitch of a tone sung by another person. (3-4)	I can explore and engage in music making and dance, performing solo and in groups. (R)	I can explore and engage in music making and dance, performing solo and in groups. (R)	I can listen attentively, move and talk about music, expressing my thoughts and feelings. (R)
	I can sing the melodic shape of familiar songs. (3-4)	I can sing the melodic shape of familiar songs. (3-4)	I can play instruments with increasing control to express my feelings and ideas. (3-4)	I can listen attentively, move and talk about music, expressing my thoughts and feelings. (R)	I can listen attentively, move and talk about music, expressing my thoughts and feelings. (R)	I can explore and engage in music making and dance, performing solo and in groups. (R)
	I can listen with increased attention to sounds (3-4)	I can listen with increased attention to sounds (3-4)	I can create my own songs, or improvise around one I already know. (3-4)		I can sing in a group or on my own, increasingly matching the pitch and following the melody. (R)	I can listen attentively, move and talk about music, expressing my thoughts and feelings. (R)
	I can respond to what I have heard, expressing my thoughts and feelings. (3-4)	I can respond to what I have heard, expressing my thoughts and feelings. (3-4)	I can explore and engage in music making and dance, performing solo and in groups. (R)		I can sing a range of well-known nursery rhymes and songs. (ELG)	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (ELG)



FOUNDATION (CYCLE B)	AUTUMN 1 - UNIT 7	AUTUMN 2 - UNIT 8	SPRING 1 - UNIT 9	SPRING 2 - UNIT 10	SUMMER 1 - UNIT 11	SUMMER 2 - UNIT 12
	EXPLORING SOUNDS	SAY HELLO TO LITTLE JO	MUSIC & MOVEMENT	MUSICAL STORIES	ANIMAL RHYTHMS	PITCH
	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus
	Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment	Use their voices expressively and creatively by singing songs as part of a musical story.	Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music	Use their voices expressively and creatively by singing songs as part of a musical story.	Understand the difference between pulse and rhythm, internalise pulse and begin to read and write simple notation. Rhythm cards can be used to support and extend material provided.	Develop understanding of pitch through auditory discrimination- learning to recognise small and large changes in pitch, being able to use the voice to follow a melody and to have the experience of using some simple tuned percussion instruments to accompany singing
	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
	OBJECTIVES					
	I can listen with increased attention to sounds (3-4)	I can remember and sing entire songs. (3-4)	I can explore and engage in music making and dance, performing solo and in groups. (R)	I can remember and sing entire songs. (3-4)	I can play instruments with increasing control to express my feelings and ideas. (3-4)	I can remember and sing entire songs. (3-4)
	I can respond to what I have heard, expressing my thoughts and feelings. (3-4)	I can sing the pitch of a tone sung by another person. (3-4)	I can listen attentively, move and talk about music, expressing my thoughts and feelings. (R)	I can explore and engage in music making and dance, performing solo and in groups. (R)	I can create my own songs, or improvise around one I already know. (3-4)	I can sing the pitch of a tone sung by another person. (3-4)
	I can play instruments with increasing control to express my feelings and ideas. (3-4)	I can sing the melodic shape of familiar songs. (3-4)	I can sing a range of well-known nursery rhymes and songs. (ELG)	I can listen attentively, move and talk about music, expressing my thoughts and feelings. (R)	I can explore and engage in music making and dance, performing solo and in groups. (R)	I can sing the melodic shape of familiar songs. (3-4)
		I can explore and engage in music making and dance, performing solo and in groups. (R)	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (ELG)	I can sing a range of well-known nursery rhymes and songs. (ELG)		I can play instruments with increasing control to express my feelings and ideas. (3-4)
		Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (ELG)		Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (ELG)		Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (ELG)

## Key Stage 1

LOWER KEY STAGE 2 (CYCLE A)	LONG TERM PLAN - KEY STAGE ONE - MUSIC			
	AUTUMN 1 - UNIT 1	AUTUMN 2 - UNIT 2	SPRING TERM - UNIT 3	SUMMER TERM - UNIT 4
	RHYTHM AND PULSE	SUPERHEROES	MINIBEASTS	ANIMAL CRACKERS
	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus
	Learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	Use their bodies and instruments to listen and respond to pieces of classical music that represent animals	All the learning in this unit focuses on rhythms and notation. This is done through singing, clapping and performing rhythms from memory and notation.	This unit explores different timbres as how composers have created descriptive music based on animals, looking at Prokofiev's 'Peter and the Wolf' and Saint-Saens 'Carnival of the Animals'.
	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
	OBJECTIVES			
	I can remember basic definitions for pulse, rhythm and pitch.	I can remember basic definitions for pulse, rhythm and pitch.	I can remember basic definitions for pulse, rhythm and pitch.	I can remember basic definitions for pulse, rhythm and pitch.
	I can perform a simple part on an instrument/voice.	I can identify if a piece is fast/slow, loud/quiet and high/low.	I can perform a simple part on an instrument/voice.	I can identify if a piece is fast/slow, loud/quiet and high/low.
	I can perform as part of an ensemble.	I can perform a simple part on an instrument/voice.	I can perform as part of an ensemble.	I can perform a simple part on an instrument/voice.

LOWER KEY STAGE 2 (CYCLE B)	AUTUMN 1 - UNIT 5	AUTUMN 2 - UNIT 6	SPRING TERM - UNIT 7	SUMMER TERM - UNIT 8
	ORCHESTRA	BOOMWHACKERS	SPACE	CALYPSO
	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus
	Introduce the instruments of the orchestra and practice identifying these within a piece of music.	I can play tuned (boomwhackers) instruments musically.	Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	Perform, listen to, review and evaluate music from different cultures.
	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
	OBJECTIVES			
	I can remember basic key words related to pulse, rhythm, tempo and pitch.	I can perform a simple part on an instrument/voice with some control.	I can remember basic key words related to pulse, rhythm, tempo and pitch.	I can perform a simple part on an instrument/voice with some control.
	I can identify if a piece is fast/slow, loud/quiet, high/low and identify instrument families.	I can perform as part of an ensemble with some confidence.	I can identify if a piece is fast/slow, loud/quiet, high/low and identify instrument families.	I can perform as part of an ensemble with some confidence.
	I can select and combine a variety of sounds to create a composition.	I can talk about what went well in a performance.	I can select and combine a variety of sounds to create a composition.	I can talk about what went well in a performance.
	I can perform a simple part on an instrument/voice with some control.		I can perform a simple part on an instrument/voice with some control.	I can select and combine a variety of sounds to create a composition.





## Lower Key Stage 2

LONG TERM PLAN - LOWER KEY STAGE TWO - MUSIC				
LOWER KEY STAGE 2 - CYCLE A	AUTUMN 1 - UNIT 1	AUTUMN 2 - UNIT 2	SPRING TERM - UNIT 3	SUMMER TERM - UNIT 4
	SEA SHANTIES	ROUNDS	CHINESE	JAZZ
	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus
	Learn what sea shanties are, how to identify their features and how to compose in the style of	Learn to sing and to use their voices through the inter-related dimensions of timber and structure.	Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.	Learning about ragtime style music, Dixieland music and scat singing. Create a jazz motif using a swung rhythm
	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
	OBJECTIVES			
	I can perform a simple part on an instrument/voice with increasing control/fluency.	I can perform a simple part on an instrument/voice with increasing control/fluency.	I can identify if a piece is fast/slow, loud/quiet, high/low and identify some common instruments	I can identify if a piece is fast/slow, loud/quiet, high/low and identify some common instruments
	I can begin to maintain my own part within an ensemble performance.	I can begin to maintain my own part within an ensemble performance.	I can remember definitions for tempo, rhythm, melody, structure, texture, dynamics and instrumentation.	I can remember definitions for tempo, rhythm, melody, structure, texture, dynamics and instrumentation.
	I can select and combine sounds to create a composition using the inter-related dimensions of music.		I can perform a simple part on an instrument/voice with increasing control/fluency.	I can perform a simple part on an instrument/voice with increasing control/fluency.
			I can begin to maintain my own part within an ensemble performance.	I can begin to maintain my own part within an ensemble performance.
			I can select and combine sounds to create a composition using the inter-related dimensions of music.	

LONG TERM PLAN - LOWER KEY STAGE TWO - MUSIC				
LOWER KEY STAGE 2 - CYCLE B	AUTUMN 1 - UNIT 5	AUTUMN 2 - UNIT 6	SPRING TERM - UNIT 7	SUMMER TERM - UNIT 8
	NOTATION	FILM MUSIC	ROCK AND ROLL	SAMBA MUSIC
	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus
	understand and explore appropriate music notation.	Understand and explore how film music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Learn about the origin and features of rock and roll music, Learn how to play the Hand Jive and Rock Around the Clock.	Learn how to play and perform samba music as an ensemble playing musical instruments with increasing accuracy, fluency, control
	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
	OBJECTIVES			
	I can identify basic features related to tempo, dynamics, pitch, texture, and instrumentation when listening.	I can identify basic features related to tempo, dynamics, pitch, texture, and instrumentation when listening.	I can identify basic features related to tempo, dynamics, pitch, texture, and instrumentation when listening.	I can remember basic keywords related to tempo, rhythm, pitch, melody, structure, texture dynamics and instrumentation.
	I can identify basic features related to tempo, dynamics, pitch, texture, and instrumentation when listening.	I can perform a part on an instrument/voice with good control/fluency.	I can identify basic features related to tempo, dynamics, pitch, texture, and instrumentation when listening.	I can identify basic features related to tempo, dynamics, pitch, texture, and instrumentation when listening.
	I can perform a part on an instrument/voice with good control/fluency.	I can maintain my own part within an ensemble performance most of the time.	I can perform a part on an instrument/voice with good control/fluency.	I can perform a part on an instrument/voice with good control/fluency.
		I can compose music for different purposes.	I can maintain my own part within an ensemble performance most of the time.	I can maintain my own part within an ensemble performance most of the time.
				I can compose music for different purposes.

## Upper Key Stage 2\*

LONG TERM PLAN - UPPER KEY STAGE TWO - MUSIC				
UPPER KEY STAGE 2 - CYCLE A	AUTUMN 1 - UNIT 1	AUTUMN 2 - UNIT 2	SPRING TERM - UNIT 3	SUMMER TERM - UNIT 4
	BOOMWHACKERS	INSTRUMENTAL	MUSICALS	RHYTHM RONDO
	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus
	Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument.	Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument.	Learn how singing, acting and dancing can be combined to give an overall performance. Perform in solo and ensemble contexts with expression.	Perform in an ensemble context using percussion instruments. Compose using rhythms in a rondo structure.
	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
	OBJECTIVES			
	I can recall keywords related to tempo, rhythm, melody, structure, dynamics and instrumentation.	I can recall keywords related to tempo, rhythm, melody, structure, dynamics and instrumentation.	I can recall keywords related to tempo, rhythm, melody, structure, dynamics and instrumentation.	I can recall keywords related to tempo, rhythm, melody, structure, dynamics and instrumentation.
	I can identify features related to tempo, dynamics, pitch, texture, structure, harmony, and instrumentation when listening.	I can identify features related to tempo, dynamics, pitch, texture, structure, harmony, and instrumentation when listening.	I can identify features related to tempo, dynamics, pitch, texture, structure, harmony, and instrumentation when listening.	I can identify features related to tempo, dynamics, pitch, texture, structure, harmony, and instrumentation when listening.
	I can perform a part on an instrument/voice demonstrating excellent control/fluency.	I can perform a part on an instrument/voice demonstrating excellent control/fluency.	I can perform a part on an instrument/voice demonstrating excellent control/fluency.	I can perform a part on an instrument/voice demonstrating excellent control/fluency.
	I can maintain my own part within an ensemble performance.	I can evaluate strengths and areas for improvement.	I can maintain my own part within an ensemble performance.	I can maintain my own part within an ensemble performance.
	I can evaluate strengths and areas for improvement.		I can attempt to use some compositional devices to compose music for different purposes.	



UPPER KEY STAGE 2- CYCLE B	AUTUMN 1 - UNIT 5	AUTUMN 2 - UNIT 6	SPRING TERM - UNIT 7	SUMMER TERM - UNIT 8
	CHAIR DRUMMING	INSTRUMENTAL	LEAVER'S SONG	AFRICAN MUSIC
	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus	Musical Learning Focus
	Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument.	Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument.	Learn how to create their very own leavers' song personal to their experiences as a class.	An understanding of Africa, their culture and music. Use and understand staff notation through rhythm grids.
	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
	OBJECTIVES			
	I can apply keywords related to tempo, rhythm, melody, structure, harmony, texture, dynamics and instrumentation.	I can apply keywords related to tempo, rhythm, melody, structure, harmony, texture, dynamics and instrumentation.	I can apply keywords related to tempo, rhythm, melody, structure, harmony, texture, dynamics and instrumentation.	I can apply keywords related to tempo, rhythm, melody, structure, harmony, texture, dynamics and instrumentation.
	I can summarise features related to tempo, rhythm, melody, structure, harmony, texture, dynamics and instrumentation when listening.	I can summarise features related to tempo, rhythm, melody, structure, harmony, texture, dynamics and instrumentation when listening.	I can summarise features related to tempo, rhythm, melody, structure, harmony, texture, dynamics and instrumentation when listening.	I can summarise features related to tempo, rhythm, melody, structure, harmony, texture, dynamics and instrumentation when listening.
	I can confidently perform a part on an instrument/voice demonstrating excellent control/fluency.	I can confidently perform a part on an instrument/voice demonstrating excellent control/fluency.	I can confidently perform a part on an instrument/voice demonstrating excellent control/fluency.	I can confidently perform a part on an instrument/voice demonstrating excellent control/fluency.
	I can maintain my own part within an ensemble performance, responding to changes in tempo.	I can maintain my own part within an ensemble performance, responding to changes in tempo.	I can use compositional devices to compose music for different purposes.	I can maintain my own part within an ensemble performance, responding to changes in tempo. I can use compositional devices to compose music for different purposes.

\*the order in which topics are taught is dependent on availability of musical equipment as this is shared across the MAT.

## Careers in Music

We run a series of 'Careers in the Curriculum' weeks in school. Students will learn about how to apply the skills they learn in music to the wider world or work such as creativity, organisation and critical thinking. Students will learn about how these skills can be used in a variety of jobs such as performers, creators, and technicians.

## Time Allocated

At Foljambe Primary School we follow a weekly timetable. Pupils who attend our SEMH provision at Magna Lane receive a personalised 10 minute lesson; pupils in Foundation have 20 minutes of music and pupils in Y1-6 have 40 minutes of music per week.

SEMH Provision	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 x 10 minutes	1 x 20 minutes	1 x 40 minutes	1 x 40 minutes	1 x 40 minutes	1 x 40 minutes	1 x 40 minutes	1 x 40 minutes

## Inclusion, Diversity, Special Educational Needs and Disabilities.

In music, we ensure that inclusion runs through both the environment and pedagogy. We ensure all staff are equipped with the skills to identify and remove barriers to ensure every pupil in the school has equal access to high-quality Music, learning environments, and opportunities that are inclusive, safe, challenging, progressive, and enjoyable.

The music classrooms and practice rooms are an inclusive and fully accessible environment to ensure pupils with disabilities are educated alongside their peers to enable each pupil to reach their full potential.

At Foljambe Primary School, it is recognised that certain students may require additional, often temporary, scaffolds to reach their potential. We ensure teaching resources are adapted and are accessible to all learners. This allows pupils to develop musically in their own way, and for their personalised achievements to be acknowledged and celebrated. We ensure we differentiate and adapt resources and teaching in accordance with the physical and social, emotional, and mental health needs of all pupils. All music lessons are developed by specialists and delivered using a variety of teaching methods and different learning styles to meet everyone's needs.



In the event that pupils presenting needs mean that they are unable to access the mainstream classroom the school provides a resource at the Magna Lane Centre. Magna Lane is a Primary SEMH (social, emotional and mental health) Resource that provides a broad, balanced and bespoke curriculum, in line with Wickersley Partnership Trust's Curriculum Intent. Pupils have the same access and opportunities to the music curriculum and entitlement as they do at Foljambe Primary School.

Our music value is to create a culture in lessons where all music is celebrated and respected, encouraging learners to be confident in enjoying, embracing, and sharing the music that is meaningful to them.

The music curriculum explores different musical styles and music by musicians from different backgrounds and traditions. The curriculum allows pupils to learn about instruments, traditions, styles, composers, singers, and instrumentalists from a variety of geographical and cultural backgrounds through topics such as Chinese, samba, and African music.

The Director of Music, Coordinator of Primary Music and SLT monitor and evaluate teaching and learning. CPD, development opportunities, and support or changes in the curriculum for music are supported and generated based on the outcomes.

### **Music Qualifications**

Pupils who have instrumental lessons at Foljambe Primary School have the option to be entered for graded exams through ABRSM, Rock School, and Trinity.

## **3. 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.

### **Instrumental & Vocal Groups & Clubs**

Pupils from all year groups have the option to join the weekly choir which is run by a member of school staff and supported by a WPT Primary Music Tutor.

### **Peripatetic Offer**

Foljambe Primary School offers peripatetic music lessons delivered by a team of Trust specialist instrumental teachers designed to enhance students' musical education through individualised instruction. This offer provides opportunities for students to receive tuition in a variety of instruments, fostering a diverse and enriching learning environment on a 1:1 basis.

### **Instrument Choices**

- **Piano and Keyboard:** Pupils can learn classical and contemporary styles, focusing on technique, reading music, and performance skills.
- **Guitar:** Acoustic, electric or bass guitar lessons are available, covering a wide range of genres from classical to rock.
- **Strings:** Violin, viola, cello, and double bass lessons.
- **Brass:** Trumpet, cornet, trombone, and tenor horn.
- **Percussion:** Drum kit lessons





- **Voice:** Vocal lessons are tailored to individual pupil needs, including classical, pop, and musical theatre techniques.

### Charging and Remissions Information

Foljambe Primary School charges a nominal fee for peripatetic music lessons to cover the costs of hiring specialist instructors.

The following fee structure and remissions are in place:

**Standard Lessons:** All pupils have an individual lesson of 20 minutes and we guarantee 37 lessons during the course of the academic year. The charge is £9.60 per session and these are paid upfront per term at £123.

If, due to teacher absence, pupils do not receive the correct number of lessons per term and the teacher or cover teacher is unable to 'make up' the lesson during the academic year, the cost of the missed lessons will be reimbursed.

**Free Lessons:** In certain circumstances, such as for pupils who access free-school meals, or those in care, music tuition is offered free of charge.

**Instrument Hire:** Pupils receiving tuition in brass, strings, and woodwind receive free use of an instrument if required and available. Parents agree to accept responsibility for it and to ensure that any instrument is adequately insured. Where the school buys in keyboard or percussion tuition, relevant instruments will be provided at the school for use by students for their lessons.

The conditions on which the loan of an instrument is granted are that:

1. You will be responsible for the maintenance and care of the musical instrument in the condition in which they are received.
2. You will ensure that reasonable care is taken by your child when using, storing & transporting the instrument.
3. In the event of damage that has been caused by negligence on the part of your child while on loan to you, you will pay to Wickersley Partnership Trust the cost of repairing the damage.
4. We strongly advise parents/carers to check that their household policy includes cover for the instrument and if necessary add it to the policy in case of loss or damage.

**Application and Support** Parents or carers interested in enrolling their child in peripatetic music lessons should complete an enrolment form found on the school's website. Information, as well as terms and conditions, can also be found on the school website.

## 4. Part C: Musical experiences

This section covers additional musical events and opportunities that we organise, such as concerts, shows, trips, and events. During the academic year, several additional musical opportunities will take place.

Pupils from all year groups at Foljambe Primary School have the opportunity of the following musical experiences and clubs.

- **Choir** - this extra-curricular activity is run at lunchtime by a member of school staff. This extra-curricular activity has provided pupils with opportunities to perform to members of the local community.
- **Productions** - All pupils have the opportunity to be involved in school productions at least once per year. These are held at the end of the autumn or summer term and involve pupils singing, acting and dancing. This also



provides a platform for the choir to perform as well as providing pupils with opportunities to perform to a live audience. Pupils from Early Years Foundation Stage and Key Stage One are invited to see the performance, providing valuable opportunities for broadening their horizons.

- Trust Competitions - The WPT Young Musician are prestigious trust events that include auditions for both ensemble and solo acts, ensuring a high standard of performances. Selected instrumental groups and soloists are invited to present their work in a final with a panel of judges from the music industry. This provides them with valuable performance experience.
- Live music concerts - During the school year, pupils have had the opportunity to experience live music performed by visiting musicians who work in the music industry as well as musicals and pantomimes performed at Wickersley Partnership Trust Secondary Schools.
- Whole-school performance opportunities are provided at various points across the years, particularly at Harvest Festival and Christmas time. This allows pupils to experience performing in different venues such as churches.

## 5. In the future

This is about what the school is planning for subsequent years

- Link with the Rotherham Music Hub for one voice and the Music Arts Award
- Provide more opportunities for trips to Musicals and Performances spanning a range of genres and career workshops. These trips are designed to broaden horizons. build cultural capital and enrich students' life experiences. By exposing students to professional performances, these outings aim to inspire and enthuse them, enhancing their appreciation for the performing arts and motivating them in their own musical pursuits. These trips will range from free to a small fee.
- Opportunities for Broaden horizons will also come through workshops that will focus on careers and live performances from different genres.
- To continue to monitor and support the quality of teaching throughout the year.
- Further opportunities for Broaden horizons will also come through workshops that will focus on careers and live performances from different genres. Current plans include:
  - A Christmas Sing-a-long featuring a live brass ensemble
  - Junk Drumming and Samba workshops
  - Performance assemblies featuring pupils from Thrybergh Academy.
  - Careers assemblies
- To continue to monitor and support the quality of teaching throughout the year.
- Improve the variety of extra-curricular activities available to all pupils, e.g. boomwhackers and chair drumming club.
- Signposting pupils to local, regional, and national organisations to support opportunities and careers.
- Work in collaboration with Rotherhams 'Children's Capital of Culture'.
- Reference musicians with disabilities

