

# Music development plan summary: Greengate Junior School

## Overview

Detail	Information
Academic year that this summary covers	Sept 2024 – July 2025
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Mrs Grace Allen
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Westmorland & Furness music services
Name of other music education organisation(s) (if partnership in place)	Charanga – annual subscription Sing up - annual subscription

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.

### See attached appendix

Here at Greengate, 1 hour music sessions are delivered as a six week block per term for each year group. We use the Charanga music scheme for our lessons which is aligned to the National Curriculum for Music. When using the scheme and its progressive week-by-week lessons, we are guaranteeing to be meeting all the statutory requirements of the National Curriculum and progress is evident through observations and class performances (each class is always encouraged to perform a song within their class assembly). Discussions with children have demonstrated an increasing knowledge of key music vocabulary being recalled. Observations have shown all pupils engaged and active during the lessons, including SEND. We have a wide range of instruments that can be used in the lessons and our curriculum, recently purchasing

colour coded instruments to ensure all child abilities have access to learning successfully, Our music appreciation ensures a variety of music and genres are listened to and discussed. Teachers are confident with musical elements and teaching children how to listen and appreciate a piece of music.

## **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 Greengate we are fortunate to have many opportunities for the children to develop their music skills. Weekly singing assemblies take place with a wide range of songs being learnt and performed. The children take part with confidence and enthusiasm.

For the past 12 years we have taken part in Young Voices with a choir of around 40 Year 5 and 6 children however, this year we decided to focus on entering The South Cumbria Music Festival, winning 1<sup>st</sup> place trophies for the category we entered. Throughout the year our children enjoy taking part in the pantomime production, music performances and singing within class assemblies which are performed to parents and peers. We also have an after school music club which is part of the transition process for the current year 2 pupils from Ramsden Infants. They get to explore a wide range of music activities and instruments; working alongside year 3 pupils and the 8 Music Ambassadors (these children are dedicated to the music department, are part of the choir and represent the school when we go for offsite events).

The Greengate Junior Voice Choir which is free of charge has now expanded to 53 pupils. It was open to all children within the school and we currently have a waiting list of 23 pupils too. GJV choir has been recognised within our community and often perform several times a year at offsite events. We have a dedicated Facebook group where choir families are invited to join to share photographs, information and upcoming performances. This is a less formal way for communication outside of school office hours.

Since 2022, we hold a weekly adult community choir made up of staff, parents and members of the wider community. This free group was set up outside of school hours to promote health & mental well being, a friendly surrounding to have a cup of tea, chat and an informal sing-a-long.

## 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.

Throughout the year, Greengate children have a number of opportunities to join in large-scale performances both in and outside of school. Children sing regularly as a whole school in the weekly values assembly and in special/religious event celebrations. Year 3 deliver the annual Christmas Nativity and Easter services.

We are also fortunate to liaise with the local Christian group “Open the Book” and they hold whole school assemblies twice a term, telling bible stories with pupil participation through acting and singing.

We have developed a good links with the following:

- PaePae Creative Arts Organisation (visited from Johannesburg, South Africa)
- The Royal Liverpool Philharmonic Orchestra
- South Lakes Rock School
- Horizon Studios
- Barrowful
- Ramsden United Reformed Church
- Springmount Church
- Risedale (Lonsdale) Care Home
- Barrow indoor Market

Where musicians have worked on different occasions with each year group and The GJV choir in workshops in our dedicated music room, also performing alongside the children live in school. They have also provided us opportunities for our Greengate families to attend performances outside school.

We encourage evening theatre visits to the local Forum Theatre. This allows pupils to see how a bigger production is put together and to also support the local amateur dramatic societies. Furthermore, Year 6 have an annual city residential trip, where they visit the theatre to see a musical production on a large scale.

For the first time last year we held a fundraising evening school concert “A night at the musicals” Pupils from all year groups and the Ramsden music club and the community choir showcased songs from Musical theatre and the West End. Besides the families attending, our school governors, local councillors, The Rotary club and The mayor supported the event and this certainly raised the pupils confidence when playing instruments and singing to a wider audience.

We are currently in the process of organising our upcoming concert “Christmas at Greengate” and are excited to have The Barrow Male Voice Choir joining us in the performance.

Greengate has a strong online presence of promoting music and signposting parents

and carers to music opportunities.

## **In the future**

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

In the subsequent years to come, Greengate are going to continue to develop the children's composition skills and the notation of this.

We will continue to develop a school choir and children's performance skills with more opportunities to perform throughout the year, offering all year groups lessons in ukuleles, djembe drumming, recorders and percussion. We are also looking to have an afterschool guitar club.

We would love to provide our children with more opportunities to watch live music performances and develop a strong pupil voice.

Furthermore, we will continue to provide our staff with CPD to continue to develop their confidence and subject knowledge.

Year 3	Year 4	Year 5	Year 6
<p>Topic title (<i>Charanga</i>)</p> <p><b>Rock</b> Brief coverage / explanation</p> <p><b>Children learn to identify the difference between pulse &amp; rhythm of a song and consolidate their understanding of these concepts through listening and understanding.</b></p> <p>Key questions for that term / skills</p> <p>EACH UNIT STARTER - HOOK QUESTIONS</p> <p>What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?</p> <p>How did the music make you feel and why? Did you like the music? What word best describes this music?</p> <p>What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)</p> <p>Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> <li>Can I relate the rhythm to other songs I know?</li> <li>Can I understand how rhythm is different from a beat?</li> <li>Can I find the pulse to a musical piece and does the beat move in Threes? Fours?</li> <li>Can I explore particular rhythm patterns which keep repeating?</li> <li>Can I copy back the vocal sounds that are made?</li> <li>Can I follow signals?</li> <li>Am I able to use different body parts in time to the music?</li> <li>Can I keep a steady pulse?</li> </ul> <p>Rhythm, pulse, beat, count, tempo, perform</p> <p>Vocab</p> <p>Additional</p> <ul style="list-style-type: none"> <li>Weekly whole school singing</li> <li>Year 3 Nativity service</li> </ul>	<p>Topic title (<i>Charanga</i>)</p> <p><b>70's DISCO (ABBA focus)</b> Brief coverage / explanation</p> <p><b>Developing pitch, control and Confidence when singing</b></p> <p>Key questions for that term / skills</p> <p>EACH UNIT STARTER - HOOK QUESTIONS</p> <p>What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?</p> <p>How did the music make you feel and why? Did you like the music? What word best describes this music?</p> <p>What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)</p> <p>Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> <li>Am I able to understand the patterns I noticed in the music? when particular instruments are played?</li> <li>Can I identify when the music gets faster/slower, louder/softer</li> <li>Can I sing a melodic shape?</li> <li>Can I remember and sing the entire song?</li> <li>Can I sing the pitch of a tone sung by other people?</li> <li>Can I recognise basic tempo changes?</li> </ul> <p>Vocab</p> <p>Pitch, tone, melody, tempo, pattern</p> <p>Additional</p> <ul style="list-style-type: none"> <li>Weekly whole school singing</li> <li>During this term, perform a song within your class assembly</li> </ul>	<p>Topic title (<i>Charanga</i>)</p> <p><b>SOFT ROCK (1980's)</b> Brief coverage / explanation</p> <p><b>Pitch and tempo— Learning how to identify high and low notes and to investigate how tempo changes help tell a story, making the music more exciting</b></p> <p>Key questions for that term / skills</p> <p>EACH UNIT STARTER - HOOK QUESTIONS</p> <p>What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?</p> <p>How did the music make you feel and why? Did you like the music? What word best describes this music?</p> <p>What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)</p> <p>Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> <li>Can I demonstrate slow and fast beats while singing and using an instrument?</li> <li>Can I understand when the music is smooth or jumpy?</li> <li>Can I understand how rhythm is different from a beat?</li> <li>Can I demonstrate how voice is particularly powerful in a music genre?</li> <li>Can I find the most prominent section within the piece?</li> <li>Can I perform my composition accurately, following the structure of the score?</li> </ul> <p>Vocab</p> <p>Beat, rhythm, section, composition, tempo, pitch, score</p> <p>Additional</p> <ul style="list-style-type: none"> <li>Weekly whole school singing</li> <li>During this term, perform a song within your class assembly</li> </ul>	<p>Topic title (<i>Charanga</i>)</p> <p><b>POP (soul influence)</b> Happy Brief coverage / explanation</p> <p><b>Children will identify repetitive backing. Using clap sequencing along with instruments to interpret the score.</b></p> <p>Key questions for that term / skills</p> <p>EACH UNIT STARTER - HOOK QUESTIONS</p> <p>What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?</p> <p>How did the music make you feel and why? Did you like the music? What word best describes this music?</p> <p>What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)</p> <p>Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> <li>Can I notice that parts are harmonious and that there is repetition?</li> <li>Can I recognise the 'busiest' section of the piece?</li> <li>Can I understand the patterns within the music?</li> <li>Can I identify the vocals / lyrics that repeat?</li> <li>Can I play and sing at the same time?</li> <li>Can I play at a different speed?</li> <li>Can I demonstrate slow and fast with my body and voice?</li> </ul> <p>Vocab</p> <p>Harmony, repetition, tempo, section, pulse</p> <p>Additional</p> <ul style="list-style-type: none"> <li>Weekly whole school singing</li> <li>During this term, perform a song within your class assembly</li> </ul>



<p>Topic title (<i>Charanga</i>)</p> <p><b>RAGGAE</b>  <b>Three little birds</b>  <b>Brief coverage / explanation</b></p> <p><b>Children explore the musical concept of theme and variation and discover how rhythms can 'translate' onto different instruments</b></p> <p><i>Key questions for that term / skills</i></p> <p>EACH UNIT STARTER - HOOK QUESTIONS</p> <p>What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?</p> <p>How did the music make you feel and why? Did you like the music?</p> <p>What word best describes this music?</p> <p>What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)</p> <p>Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> <li>• Can I explain what a timbre is and how instruments are different from each other?</li> <li>• Can I identify clear sections within a piece and which part is the most prominent?</li> <li>• Can I understand harmonies?</li> <li>• Can I talk about music from another country?</li> <li>• Can I make other vocal sounds?</li> <li>• Can I explain the texture of a piece, is it thick or thin?</li> </ul> <p><i>Vocab</i></p> <p>Timbre, harmony, texture, section, rhythm, sound</p> <p><i>Additional</i></p> <ul style="list-style-type: none"> <li>• Weekly whole school singing</li> <li>• Year 3 Easter service</li> </ul>	<p>Topic title (<i>Charanga</i>)</p> <p><b>SOUL/GOSPEL</b>  <b>Lean on me</b>  <b>Brief coverage / explanation</b></p> <p><b>Learning about the music from Cultural / religious setting. Identify key features and mood of soul music and its importance / purpose.</b></p> <p><i>Key questions for that term / skills</i></p> <p>EACH UNIT STARTER - HOOK QUESTIONS</p> <p>What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?</p> <p>How did the music make you feel and why? Did you like the music?</p> <p>What word best describes this music?</p> <p>What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)</p> <p>Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> <li>• Can I understand why music is important to people?</li> <li>• Can I understand how and why music is central to a culture / community?</li> <li>• Can I explain what mood the piece creates?</li> <li>• Can I control instruments and voice to make both quiet and loud sounds?</li> </ul> <p><i>Vocab</i></p> <p>Tone, pitch, mood, tempo, culture</p> <p><i>Additional</i></p> <ul style="list-style-type: none"> <li>• Weekly whole school singing</li> </ul>	<p>Topic title (<i>Charanga</i>)</p> <p><b>OLD SKOOL / HIP HOP</b>  <b>Fresh Prince of Bel Air</b>  <b>Brief coverage / explanation</b></p> <p><b>Exploring how to use our voice to make sound, experimenting with tempo and dynamics</b></p> <p><i>Key questions for that term / skills</i></p> <p>EACH UNIT STARTER - HOOK QUESTIONS</p> <p>What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?</p> <p>How did the music make you feel and why? Did you like the music?</p> <p>What word best describes this music?</p> <p>What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing) Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> <li>• Can I notice patterns within the music</li> <li>• Can I explain a timbre and how the instruments are different from each other?</li> <li>• Can I share my findings about texture, is it thick or thin?</li> <li>• Can I notice the difference in vocal sections?</li> <li>• Can I recognise the beat, does it move in Threes? Fours? changes?</li> <li>• Can I recognise basic tempo, dynamics and pitch</li> <li>• Can I use dynamics to create an atmosphere?</li> </ul> <p><i>Vocab</i></p> <p>Beat, contrast, expressive, fast, singing, voice, tempo, dynamics, texture</p> <p><i>Additional</i></p> <ul style="list-style-type: none"> <li>• Weekly whole school singing</li> </ul>	<p>Topic title (<i>Charanga</i>)</p> <p><b>FRIENDSHIP</b>  <b>You've got a friend</b>  <b>Brief coverage / explanation</b></p> <p><b>To be able to express their feelings, to show and share ideas through song and playing of instruments</b></p> <p><i>Key questions for that term / skills</i></p> <p>EACH UNIT STARTER - HOOK QUESTIONS</p> <p>What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?</p> <p>How did the music make you feel and why? Did you like the music?</p> <p>What word best describes this music?</p> <p>What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)</p> <p>Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> <li>• Can I understand how a variety of music makes me feel?</li> <li>• Can I understand how the mood of music can change within one piece and is it the instruments that create this?</li> <li>• I am able to show with my hands when I hear a high or low sound?</li> <li>• Can I listen with intent?</li> <li>• Can I sing the pitch of a tone?</li> <li>• Can I play my instrument with increasing control to express my feelings?</li> </ul> <p><i>Vocab</i></p> <p>Listen, respond, copy, instrument, feeling, control, pitch, Volume</p> <p><i>Additional</i></p> <ul style="list-style-type: none"> <li>• Weekly whole school singing</li> </ul>
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<p>Topic title (Charanga)</p> <p><b>DISCO</b></p> <p><b>Bringing us together</b></p> <p><b>Brief coverage / explanation</b></p> <p><b>Learning how dance style music is created. Exploring music and movement</b></p> <p><i>Key questions for that term / skills</i></p> <p>EACH UNIT STARTER - HOOK QUESTIONS</p> <p>What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?</p> <p>How did the music make you feel and why? Did you like the music? What word best describes this music?</p> <p>What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)</p> <p>Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> <li>Can I recognise the difference between rhythm and beat?</li> <li>Can I actively show with my hands where the sound changes from low to high?</li> <li>Can I notice if the piece has a clear and steady beat?</li> <li>Can I make appropriate movement to the pulse and tempo of a particular piece of music?</li> <li>Can I perform with an instrument?</li> </ul> <p><i>Vocab</i></p> <p>Rhythm, beat, pitch, tone, movement</p> <p><i>Additional</i></p> <ul style="list-style-type: none"> <li><b>Weekly whole school singing</b></li> </ul>	<p>Topic title (Charanga)</p> <p><b>1960's THE BEATLES</b></p> <p><b>(focus on civil rights)</b></p> <p><b>Blackbird</b></p> <p><b>Brief coverage / explanation</b></p> <p><b>Introduce the relation to historic period.</b></p> <p><b>Learn that music and instruments can be used to convey mood or represent character.</b></p> <p><i>Key questions for that term / skills</i></p> <p>EACH UNIT STARTER - HOOK QUESTIONS</p> <p>What did you hear? What instruments in particular precede the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?</p> <p>How did the music make you feel and why? Did you like the music? What word best describes this music?</p> <p>What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)</p> <p>Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> <li>Can I understand how music influenced history and how has history influenced music?</li> <li>Can I control instruments and voice to make both quiet and loud sounds?</li> <li>Can I sing with meaning?</li> <li>Can I observe others and perform appropriately?</li> <li>Can I make comments about what I have heard and played and clarify my understanding?</li> </ul> <p><i>Vocab</i></p> <p>History/historic timeline, instrument, influence, perform, Control</p> <p><i>Additional</i></p> <ul style="list-style-type: none"> <li><b>Weekly whole school singing</b></li> </ul>	<p>Topic title (Charanga)</p> <p><b>MOTOWN</b></p> <p><b>Dancing in the street</b></p> <p><b>Brief coverage / explanation</b></p> <p><b>To explore music through movement</b></p> <p><i>Key questions for that term / skills</i></p> <p>EACH UNIT STARTER - HOOK QUESTIONS</p> <p>What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?</p> <p>How did the music make you feel and why? Did you like the music? What word best describes this music?</p> <p>What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)</p> <p>Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> <li>Can I create simple actions to the song?</li> <li>Can I learn that different sounds and vocals can repeat?</li> <li>Can I recognise clear, prominent sections and play competently?</li> <li>Can I sing in harmony?</li> <li>Can I identify when one section ends and the next begin?</li> </ul> <p><i>Vocab</i></p> <p>Sound, action, repetition, section, harmony</p> <p><i>Additional</i></p> <ul style="list-style-type: none"> <li><b>Weekly whole school singing</b></li> </ul>	<p>Topic title (Charanga)</p> <p><b>Pioneering gender equality in music</b></p> <p><b>Make you feel my love (song)</b></p> <p><b>Women in music (no song, information about related artists)</b></p> <p><b>Brief coverage / explanation</b></p> <p><b>To show understanding that structure means organised sound within music and rhythm are different</b></p> <p><i>Key questions for that term / skills</i></p> <p>EACH UNIT STARTER - HOOK QUESTIONS</p> <p>What did you hear? What instruments in particular proceed the sound you heard? Did any of the instruments stand out for you? Is there one main instrument? How is it being played? Blown, bowed or struck?</p> <p>How did the music make you feel and why? Did you like the music? What word best describes this music?</p> <p>What did you think about as you listened to the music? (Listening being a key concept of each lesson, music appreciation and instrument playing)</p> <p>Where in the world do you think this music came from? Why?</p> <ul style="list-style-type: none"> <li>Can I appreciate equality and understand how music shows related importance?</li> <li>Can I discuss the dynamics and timbre of the piece?</li> <li>Can I choose instruments that will display different timbre?</li> <li>Can chosen instruments create dynamics?</li> <li>Can I play the melody in correct letter notation order?</li> <li>Can I explain what pitch means?</li> </ul> <p><i>Vocab</i></p> <p>Notation, pitch, dynamics, timbre, melody</p> <p><i>Additional</i></p> <ul style="list-style-type: none"> <li><b>Weekly whole school singing</b></li> </ul>
Summer			