

Music Action Plan:

Ormskirk Asmall Primary School

Overview

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	November 2024
Date this summary will be reviewed	July 2025
Name of school music lead	Issy Housley
Name of school leadership member with responsibility for music (if different)	Sarah Evans
Name of local music hub	Lancashire Music Hub

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, extra-curricular activities 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 how music will be taught on a school-wide basis, how much time is spent teaching music, a brief summary of content and an outline of skills and knowledge taught.

At Asmall, we aim to promote a love of music that reaches beyond the view of music as an academic subject. Through our music input, we strive to promote a knowledge of and appreciation for music's impact on our everyday lives and the world's history. We feel that it is important children develop their skills in listening and appraising in addition to performance and theoretical knowledge. Children will analyse music from a range of genres and periods of time, building an awareness of the origins of different genres and learn to play a range of instruments, both tuned and percussive. Music is taught for an hour once per week across the whole school.

The key component of our music curriculum is Kapow Music Scheme. Sessions include work surrounding rhythmic awareness, musical terminology, listening and appraising, music through history, music notation, changes in pitch and a range of different genres. Each lesson will provide the opportunity for children to practically engage with music performance. Children will often compose their own music, drawing inspiration from the relevant genre.

We believe that all children should learn to sing and play a musical instrument. We have developed whole school instrumental teaching which offers equal opportunity, and consideration is always given to the ways in which all children are supported in participating in lessons. During KS1, children will explore various percussive and tuned instruments such as drums, triangles and glockenspiels. KS2 will spend time developing their skills in piano and ukulele. Through these lessons, children will build a further knowledge of musical notation.

Part B – Extra Curricular Music

This is about the opportunities that children will be offered to develop their musical knowledge and love for the subject outside of lesson time, making progress in the subject beyond what is included in our music curriculum.

- KS2 choir.
- Opportunities to perform within the local community.
- Participation in Lancashire Sings.

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.

Children will be provided with the opportunity to engage with various musical experiences throughout the year:

- Weekly singing assembly.
- Singing in the community – coffee mornings, residential care homes.
- Taking part in a school production – EYFS & KS1 Nativity, lower KS2 production, upper KS2 production.
- Trips to live music performances – pantomime.
- Regular performances at school events – special assemblies.

Future Aims

This details the aims to develop the school approach to music in future years.

- To provide a range of musical opportunities for children across all key stages.
- To provide extra-curricular opportunities for KS1.
- Review the music curriculum on offer including the progression of music throughout school.
- Establish electronic floorbooks as a method for tracking progression and assessment.
- To include an aspect of practical music in every music lesson.