

Music



Holywell C of E Primary School

Flowing, Strengthening, Deepening

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead and specialist teacher	Helen Harland and Joanna Lee
Name of local music hub	Cambridgeshire and Peterborough Music Hub
Name of other music education organisations	Music Mark School Award

INTENT

At Holywell, we use our school vision, *Flowing, Strengthening, and Deepening*, to guide our music intent:

- **Flowing** – developing a secure understanding of improvisation, composition, pulse, rhythm, pitch and different musical genres.
- **Strengthening** – becoming more confident as a musician when performing, developing correct body and instrument positioning and developing excitement, enjoyment and application of music
- **Deepening** – developing musical appreciation, understanding of different genres, using music to support emotional literacy

Our Music progression enables children to understand musical concepts through a mastery approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Musical teaching and learning is not neat or linear. The strands of musical learning are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

We use the national curriculum as the basis of our own curriculum, which states that:

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At Holywell School our music provision is delivered by a specialist teacher (.....cvc) who bases our curriculum on the principals of the National Curriculum 2013. We also use SingUp to augment our provision.

The Key Concepts in Music

M1: Listening and appraising

To know some songs from memory, to name the styles of the songs, to talk about the musical characteristics of the song, to talk about the lyrics in the song, the texture, dynamics, tempo, rhythm, pitch and timbre, to identify the structure eg the intro, verse, chorus and to talk about the historical context of the song

M2: Composition and improvisation

To know that music you create is like writing a story, it can be played or performed again. To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure, to recognise the connection between sound and symbol.

To know that improvisation is making up your own tunes on the spot, that it has never been heard before and belongs to them.

M3: Performing

To know and be able to talk about performing is sharing music with an audience, that everything that is performed should be planned and learned, that the words must be sung or said confidently, that the performance can be a special occasion and involve an audience, that a performance involves communicating ideas, thoughts and feelings.

Timetabling

In years EYFS to Y6 music is taught each week by a music specialist and/or the class teacher. In EYFS music is also taught through expressive arts and design. Musical instruments are used in lessons and performances throughout all year groups. Lessons are 30 minutes in EYFS, 40 minutes in Years 1 and 2, and 50 minutes in years 3 to 6. The children also have weekly singing assembly with our music specialist.

Reception - Mapping key

National Curriculum for Music KS1 (for Reception)		
Programme of study	1	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
	2	Pupils play tuned and untuned instruments musically.
	3	Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
	4	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.
Statutory Framework for the Early Years Foundation Stage		
Communication & Language	a	Listen attentively and respond to what they hear with relevant questions, comments, and actions.
	b	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Personal, Social, & Emotional Development	a	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	b	Work and play cooperatively and take turns with others.
Physical Development	a	Negotiate space and obstacles safely, with consideration for themselves and others.
	b	Use a range of small tools (e.g. instrument beaters).
Literacy	a	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play.
Mathematics		
Understanding the World		
Expressive Arts & Design	a	Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

Year 1 - Mapping Key



National Curriculum KS1		
Programme of study	1	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
	2	Pupils play tuned and untuned instruments musically.
	3	Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
	4	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.
Model Music Curriculum Statements		
Singing	a	Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.
	b	Sing songs with a very small range (mi-so), then slightly wider. Include pentatonic songs
	c	Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.
Listening	a	Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing	a	Improvise simple vocal chants using question-and-answer phrases.
	b	Create musical sound effects and short sequences of sounds in response to a stimulus (e.g. a rainstorm or a train journey). Combine to make a story using classroom instruments or sound-makers.
	c	Understand the difference between creating a rhythm pattern and a pitch pattern.
	d	Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.
	e	Use music technology to capture, change, and combine sounds.
	f	Recognise how graphic notation can represent created sounds. Explore and invent own symbols.
Musicianship: Pulse/beat	a	Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
	b	Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat.
	c	Respond to the pulse in recorded/live music through movement and dance.
Musicianship: Rhythm	d	Perform short copycat rhythm patterns accurately, led by the teacher.
	e	Perform short repeating rhythm patterns while keeping in time with a steady beat.
	f	Perform word-pattern chants; create, retain and perform their own rhythm patterns.
Musicianship: Pitch	g	Listen to sounds in the local school environment comparing high and low sounds.
	h	Sing familiar songs in both low and high voices and talk about the difference in sound.
	i	Explore percussion sounds to explore storytelling.
	j	Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum.

Year 2 - Mapping key

National Curriculum KS1		
Programme of study	1	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
	2	Pupils play tuned and untuned instruments musically.
	3	Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
	4	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.
Model Music Curriculum Statements		
Singing	a	Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control.
	b	Sing songs with a small pitch range, pitching accurately.
	c	Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. <i>crescendo</i> , <i>decrescendo</i> , pause).
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing	a	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).
	b	Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
	c	Use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces.
	d	Use music technology to capture, change, and combine sounds.
Musicianship: Pulse/beat	a	Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
	b	Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.
	c	Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.
	d	Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
	e	Identify the beat groupings in familiar music that they sing regularly and listen to.
Musicianship: Rhythm	f	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
	g	Create rhythms using word phrases as a starting point.
	h	Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests.
	i	Create and perform their own chanted rhythm patterns with the same stick notation.
Musicianship: Pitch	j	Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument, or backing track.
	k	Sing short phrases independently within a singing game or short song.
	l	Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).
	m	Recognise dot notation and match it to 3-note tunes played on tuned percussion.

Year 3 - Mapping key

National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	3	Listen with attention to detail and recall sounds with increasing aural memory.
	4	Use and understand staff and other musical notations.
	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
	6	Develop an understanding of the history of music.
Model Music Curriculum Statements		
Singing	a	Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform <i>forte and piano</i> , loud and soft.
	b	Perform actions confidently and in time to a range of action songs.
	c	Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing: Improvise	a	Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short ‘on-the-spot’ responses using a limited note-range.
	b	Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources.
Composing: Compose	c	Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi).
	d	Compose song accompaniments on untuned percussion using known rhythms and note values.
Performing	a	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.
	b	Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.
	c	Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.
	d	Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; <i>allegro</i> and <i>adagio</i> , fast and slow. Extend to question-and-answer phrases.
Performing: Reading notation	e	Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.
	f	Introduce and understand the differences between crotchets and paired quavers.
	g	Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Year 4 - Mapping key

National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	3	Listen with attention to detail and recall sounds with increasing aural memory.
	4	Use and understand staff and other musical notations.
	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
	6	Develop an understanding of the history of music.
Model Music Curriculum Statements		
Singing	a	Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (<i>crescendo</i>) and quieter (<i>decrescendo</i>).
	b	Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing: Improvise	a	Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (<i>legato</i>) and detached (<i>staccato</i>).
	b	Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks.
Composing: Compose	c	Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.
	d	Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest, and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
	e	Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.
	f	Introduce major and minor chords.
	g	Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.
	h	Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
Performing	a	Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
	b	Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups.
	c	Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.
	d	Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).
Performing: Reading notation	e	Introduce and understand the differences between minims, crotchets, paired quavers, and rests.
	f	Read and perform pitch notation within a defined range (e.g. C-G/do-so).
	g	Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

Year 5 - Mapping key

National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	3	Listen with attention to detail and recall sounds with increasing aural memory.
	4	Use and understand staff and other musical notations.
	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
	6	Develop an understanding of the history of music.
Model Music Curriculum Statements		
Singing	a	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style.
	b	Sing three-part rounds, partner songs, and songs with a verse and a chorus.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing: Improvise	a	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
	b	Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (<i>fortissimo</i>), very quiet (<i>pianissimo</i>), moderately loud (<i>mezzo forte</i>), and moderately quiet (<i>mezzo piano</i>). Continue this process in composition tasks.
Composing: Compose	c	Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
	d	Working in pairs, compose a short ternary piece.
	e	Use chords to compose music to evoke a specific atmosphere, mood, or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.
	f	Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
Performing: Instrumental performance	a	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C' /do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.
	b	Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.
	c	Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
	d	Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.
Performing: Reading notation	e	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.
	f	Understand the differences between 2/4, 3/4, and 4/4 time signatures.
	g	Read and perform pitch notation within an octave (e.g. C–C' /do–do).
	h	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

Year 6 - Mapping key

National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	3	Listen with attention to detail and recall sounds with increasing aural memory.
	4	Use and understand staff and other musical notations.
	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
	6	Develop an understanding of the history of music.
Model Music Curriculum Statement		
Singing	a	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.
	b	Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts, and vocal independence.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing: Improvise	a	Create music with multiple sections that include repetition and contrast.
	b	Use chord changes as part of an improvised sequence.
	c	Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
Composing: Compose	d	Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
	e	Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.
	f	Enhance improvised/composed melodies with rhythmic or chordal accompaniment.
	g	Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
Performing: Instrumental performance	a	Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (<i>fff</i>), very quiet (<i>ppp</i>), moderatley loud (<i>mf</i>), and moderatley quiet (<i>mp</i>).
	b	Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.
	c	Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.
Performing: Reading notation	d	Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests.
	e	Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do).
	f	Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
	g	Read and play from notation a four-bar phrase, confidently identifying note names and durations.

Music lesson structure

Music lessons at Holywell are taught by our school music specialist each week. The class teacher also leads some lessons. Within music lessons the children are given a variety of opportunities to listen to and appraise music from a range of genres, opportunities for playing instruments and singing, and opportunities to create, improvise and compose. Every lesson builds upon and develops the children's knowledge and understanding of the inter-related dimensions of music eg pulse, rhythm, dynamics, tempo, pitch and timbre. The children are taught to read stave musical notation from Key Stage 1.

Instrumental playing

At Holywell within curriculum music lessons our children learn to play a wide range of un-tuned percussion, tuned percussion (glockenspiels, boomwhackers) recorders, djembes, keyboards and ukuleles. Children will use these instruments to support the learning outlined in the national curriculum eg improvising with pentatonic scales on glockenspiels.

Year Group	Progression of musical instrument teaching within class lessons
EYFS	Un-tuned percussion, boomwhackers, glockenspiels
Year 1	As above plus learning C D E on glockenspiels
Year 2	As above plus learning to read western notation C D E using glockenspiels
Year 3	As above learning C D E F G
Year 4	As above learning C D E F G on glockenspiels and A B C on recorders
Year 5	Learning C D E F G A B C' on keyboards, learning to play the ukulele, music technology – garage band
Year 6	Continuing with C D E F G A B C' on keyboards, learning to play djembes, music technology – garage band

Musical Events at Holywell

Christmas performance (nativity or cabaret) by each class

Year 3 and Year 4 production in spring term

Year 5 and Year 6 production in summer term

EYFS, Year 1 and Year 2 production or concert in summer term

Choir performances throughout the year – Christmas fair, church services, concerts for parents, in assembly, at the village music festival, church well dressing service etc

Young Voices at London O2

Children playing in celebration assembly on a Friday

Music lesson showcases

Cultural Capital

We aim to provide as many opportunities as we can for the children at Holywell to develop their love of and exposure to a wide range of music.

The children are able to learn a wide variety of musical instruments during their time at Holywell eg djembes, recorder, guitar, drums, ukulele, piano and keyboard. The children are able to take the instruments home to practise. They perform for their parents and the rest of school at the end of each term.

The music specialist leads 2 choirs, one for KS1 and one for KS2. The children perform regularly in assemblies, in church and to parents.

Recorder club for KS2 children – they perform in assembly and in concerts

The children are invited to perform work from their class units, individual music lessons or from out of school lessons in whole school assemblies.

The children in Key Stage 1 visit the local over 60s group to sing and perform their Christmas Nativity.

The children learn a wide and diverse range of songs and hymns to sing in assembly.

Classes perform plays each year, from Nativity plays in EYFS and Key Stage 1 to musicals, carol concerts and Shakespeare plays in Key Stage 2.

Classes visit other sites of cultural interest to sing and hear music eg Ely Cathedral, St John the Baptist Church, The O2 Arena for Young Voices.

Out of school clubs provide the children with opportunities to sing, dance and perform eg 'Theatre Artz'

Opportunities are taken to link learning to other curriculum subjects, such as making musical instruments when learning about sounds and hearing in science.

Diversity

Through SingUp units of work and listening to the recommended play list with the Model Music Curriculum the children are experiencing a wide range of musical styles and genres from across the world and through history.

The children listen to a wide range of music in assembly each day.

The children have access to a wide range of percussion instruments to use in their music lessons.

Children have opportunities to listen to recordings of performers of all abilities and live musicians playing a wide range of instruments and styles.

SEND

All children are included in music lessons. Activities are adapted to be accessible for all children if needed. At Holywell singing is for everyone. An important part of our role as teachers and singing leaders is to take steps to remove barriers to music making and singing for all children, including those with special educational needs.

Music can offer the chance to develop confidence and self-belief, as young people may be able to engage with music even if they struggle in other areas of education and general life. They can also explore their own self-expression, identity and creativity, and feel a sense of control that they may not experience in other areas of their lives. Group music-making and singing can help to build social, interaction and communication skills, and young people that have previously struggled to work with other people often begin to communicate and find ways to work together. We keep sessions active with lots of movement, as some children may find it hard to sit still.

Assessment

Teachers assess children during music lessons. We assess them to check what they are learning and to inform us about what to teach next. Feedback is given immediately, in the moment, eg supporting a child to hold an instrument correctly, modelling how to do something, demonstrating, showing and giving instruction. Assessment in music allows us to spot any gaps in the teaching, to identify any misconceptions and supports us to develop the curriculum if necessary.

Additional music lessons

At Holywell children are able to have additional music lessons in recorders, piano, keyboard and guitar. These are 1 to 1 or small group lessons carried out during the school day by out of school providers. Funding is available for pupil premium children if they show interest in learning an instrument.

Support for health and well-being

Teachers at Holywell work closely with the music specialist to support any children with their health and well-being. Adults are aware of any specific behaviour triggers and adapt the way they work as necessary. Room layout is considered so the space feels safe if they are feeling anxious or overwhelmed. Sessions are kept active with lots of movement, as some children may find it hard to sit still. Adults take time to consider as many opportunities as possible to incorporate the children's ideas and to celebrate their contributions eg ideas for songs, how to sing or improve things. Recordings of performances are shared on Seesaw for children to celebrate their learning and achievements with their families/carers.

Music hub involvement

The music specialist and music lead work with the Cambridgeshire and Peterborough music hub. We use the hub for contacts, CPD and advice. Our musical provision at Holywell was celebrated in 2023 with us being invited to be a Music Mark School in recognition of a commitment to providing a high quality music education for all children and young people.

Information for stakeholders

Parents and governors are invited to musical performances at Holywell. Teachers share class learning using Seesaw and upload information, photos or video clips from music lessons for children to share their learning at home.

School ensemble / band

We have plans to start a 'Boomwhacker' and drumming band at Holywell. The band will initially be for KS2 children but with the aim to also have a KS1 band. The children will perform in a band for the school performances, productions, concerts etc.

Live performances

The children at Holywell watch a musical pantomime each year, funded by the Holywell School Association. The school welcomes music teachers to showcase their lessons and perform live music for the children in assembly. Musical parents are invited into school to play their instrument for the children during assembly. The music lead is developing links with Somersham brass Band, RAF Wyton Band, Bluntisham Ukuleles and several parent volunteers to develop the opportunities for the children to hear live performances.