

Music development plan summary: Hamer Primary School

Overview

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	13.11.24
Date this summary will be reviewed	13.11.25
Name of the school music lead	Nicholas Barraclough
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Rochdale Music Service
Name of other music education organisation(s) (if partnership in place)	

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.

Music is planned over a 2-year cycle for each Key Stage. The units have been carefully selected to ensure depth, breadth and progression.

Following a successful trial period in 2023, the school has adopted the progressive Kapow scheme of learning for music. This scheme was chosen after an evaluation of our previous program, Charanga, which was found to be insufficiently ambitious to match the school's growing strengths and aspirations in music education.

To ensure coherence and curriculum alignment, the Music Lead has developed Key Stage overviews that demonstrate how selected units align with the Model Music Curriculum, incorporate the incremental learning steps of the Kapow scheme, and support the goals of our tailored singing strategy.

Collaboration with the Connect Group and Rochdale Music Service remains a priority, with regular attendance at network meetings and active participation in borough-wide projects. This partnership enables students to participate in a range of music events, enhancing their exposure to live performances and community engagement.

In music lessons, students are given opportunities to play percussion instruments and to engage with a diverse selection of musical genres, fostering both practical skills and broad musical appreciation.

Music is delivered weekly by a Higher-Level Teaching Assistant (HLTA) during a dedicated 45-minute lesson, ensuring consistent and focused instructional time that supports skill development and sustained engagement in music.

This plan reflects our commitment to a well-rounded, ambitious music curriculum that supports student growth, creativity, and community involvement.

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.

Weekly Clubs: Extra-curricular clubs, such as choir and percussion, provide students with opportunities to develop their musical skills during

free time. These clubs foster a love for music and allow children to practice and refine their abilities outside of formal lessons.

Dance and Performance Opportunities: Students are encouraged to participate in the Connect Dance Festival and have the chance to enter the dance category at the Rochdale Music Service. Additionally, dedicated units in PE focus on dance, allowing students to explore rhythm, movement, and expression through structured activities.

Cross-Curricular Music Integration: Whenever meaningful opportunities arise; we incorporate music into other subjects to enhance cross-curricular learning. For example, in our History unit on World War II, students learn about the role of music in influencing national morale and are given the chance to create their own lyrics inspired by that era.

Community and Tradition in Music: Through weekly singing assemblies, students learn the importance of music in building a sense of community. Our annual Christmas carol concert serves as an important event to reinforce this communal aspect, and this year, we aim to invite parents to join for the first time, extending the sense of unity to the wider school community.

Integration of Song and Dance Across the Curriculum: Opportunities for song and dance are embedded throughout various areas of learning. Notably, integrating song and dance in the teaching of times tables has contributed to our above-average Year 4 MTC results over the past two years. This approach demonstrates the effectiveness of music as a tool for enhancing learning outcomes in core subjects.

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.

Strengthening Extracurricular Music Opportunities:

We continue to expand and enhance our extracurricular offerings, providing students with a dedicated choir space for weekly rehearsals. Our students actively participate in various instrumental and vocal festivals in collaboration with our connected school cluster.

Annual Engagement with Rochdale Music Service:

Each year, we enter several categories within the Rochdale Music Service, including prose, percussion, class ensemble, and singing. These entries have consistently provided our students with a platform to showcase and develop their musical talents.

Community Engagement through Choir Performances:

Our choir is actively engaged within the local community. In 2023, for example, students performed at Rochdale Hospital, bringing music to patients and staff while raising funds for charity.

Annual School Performances:

We hold three school-wide productions each year—KS1 Nativity, LKS2 Easter, and UKS2 Summer performances—ensuring that all students have the opportunity to participate in a theatrical production at least once annually.

Collaborations with Rochdale Music Service and the Royal Opera House:

Since 2022, we have partnered with Rochdale Music Service and the Royal Opera House in London to involve our Year 4 students in musical productions. Through this initiative, students learn operatic pieces and create scenes to perform at a local theatre. So far, productions have

included Hansel and Gretel and The Magic Flute, offering students valuable experience working alongside other schools and professional musicians.

In the future

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

- We aim to provide access to a greater variety of instruments within lessons. We currently utilise tuned percussion instruments within lessons. We aim to broaden this moving forward.
- Ensuring new scheme of music is being followed to fidelity
- Strengthening the ability of children to talk about their musical education
- opportunity to enjoy live performance at least once a year
Children have enjoyed some live music in the past. For example, last academic year famous drummer Jeff Rich hosted a whole school percussion workshop. We aim to build on this and broaden the exposure to live music.