



Lantern Lane Primary School - Music Development Plan Summary

Overview:

Detail	Information
Academic year that this summary covers	Year 2024 to 2025
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Mrs Karen Johnson
Name of school leadership team member with responsibility for music (if different)	Paula Panther
Name of local music hub	Inspire
Name of other music education organisation(s) (if partnership in place)	N/A

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: This is the Lantern Lane Music Curriculum:

Below is a full outline of the units of learning that make up our music curriculum at Lantern Lane. One of every three units each year is inspired by the resources provided by Charanga.

For each unit, the coverage of the curriculum will be highlighted alongside the disciplinary knowledge that the children will acquire as they move through the lessons and the key vocabulary that will be taught to understand what is required to be a musician. At relevant points, **key progression** (e.g in the playing of given instruments or the use of notation) will be signposted.

The disciplinary knowledge allocated to each year group has been carefully selected to provide progression in all areas: appreciation of music; competence with tuned and untuned instruments; competence as a singer; ability to compose; ability to record work with increasingly formal notation.

NB: **highlighted vocabulary** denotes that which is being introduced for the first time. Unhighlighted vocabulary has already been taught during a previous unit of work but will be revisited to ensure that all children clearly understand it - and its relevance to their current learning.

EYFS:

<p>EYFS Framework:</p>	<p>F1: The children will listen to; learn & perform a range of nursery rhymes and songs. They will perform songs, poems and stories with others. They will try and move their bodies in time to the music.</p> <p>F2: The children will develop a repertoire of songs and rhymes, sometimes with movements and actions attached. The children will play a range of instruments, recognising the different way sounds can be made and developing an awareness of volume.</p>
<p>Vocabulary:</p>	<p>Instruments, volume, chorus, versus, song, nursery rhyme, repeat, chorus, perform, audience.</p>

Year 1:

	Autumn	Spring	Summer
<p>Unit overview:</p>	<p>Hey You! Supported by Charanga. Genre: Rap This unit is written in an old-school hip-hop style for children to learn about the differences between pulse, rhythm and pitch and to learn about rap and enjoy it in its original form.</p>	<p>Recorders. Children are introduced to the recorder, learning how to hold it, play some notes and perform. Instrument/s: drums.</p>	<p>Chants and Rhymes: The children will learn different chants, rhymes and songs and will put actions and movement to them.</p>
<p>National Curriculum Coverage:</p>	<p>Listen with concentration and understanding to a range of high-quality recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Use their voices expressively.</p>	<p>Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high quality live and recorded music.</p>

<p>Disciplinary knowledge:</p>	<p>*I can respond to different moods in music. *I can say whether I like or dislike a piece of music. *I can make sequence of sounds. *I can experiment with different sounds. *I can clap short rhythmic patterns. *I begin to represent sounds with simple shapes and marks. *I can use my voice to speak, sing and chant. *I can make different sounds with my voice and instruments. *I can follow instructions about when to play. *I can repeat short rhythmic and melodic patterns. *I can use instruments to perform.</p>	<p>*I can make different sounds with my voice and instruments. *I can follow instructions about when to play. *I can repeat short rhythmic and melodic patterns. *I can use instruments to perform. *I can make sequence of sounds. *I can experiment with different sounds. *I can clap short rhythmic patterns. *I begin to represent sounds with simple shapes and marks.</p>	<p>*I can use my voice to speak, sing and chant. *I can make different sounds with my voice and instruments. *I can follow instructions about when to play. *I can repeat short rhythmic and melodic patterns. *I can say whether I like or dislike a piece of music.</p>
<p>Vocabulary underpinning teaching:</p>	<p>Pulse, rhythm, pitch, rap, hip hop</p>	<p>Stave, crotchet, quaver, notation, treble clef</p>	<p>Chant, tempo, structure, verse, chorus, rhythm, pulse, rhyme</p>

For children with disabilities: if a child has a physical disability, all lesson sequences can be done on a different - more accessible - instrument including those available through the use of appropriate technology. If singing is a barrier, they can clap, click or otherwise move their body to both respond or perform.

For children with SEND, they can be supported in the classroom with dual-coded vocabulary; the opportunity to revisit key learning points more regularly; adult support 1:1 or in a small group; or through working with different peers.

Year 2:

	Autumn	Spring	Summer
Unit overview:	<p>Drumming: Introduction to drumming - copying different beats/ patterns with rests in and improvising.</p> <p>Instrument/s: drums.</p>	<p>African Songs: The children will learn a range of African songs. They will put actions and body percussion to some of the songs. They will discuss the importance of these songs. [Progression from Chants & Rhythms in Year 1, Summer]</p>	<p>Hands, Feet, Heart (South African music). Supported by Charanga. The children will learn to sing, improvise and compose music. They will listen and appraise different styles of South African music.</p> <p>Instrument/s: Range of different instruments used in the unit.</p>
National Curriculum Coverage:	<p>Play tuned and untuned instruments musically.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high quality live and recorded music.</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically.</p>
Disciplinary knowledge:	<p>*I can perform simple patterns and accompaniments keeping a steady pulse. *I can play simple rhythmic patterns on an instrument. *I can sing or clap increasing and decreasing tempo.</p>	<p>*I can sing and follow a melody. *I can sing or clap increasing and decreasing tempo. *I can perform simple patterns and accompaniments keeping a steady pulse. *I can listen out for particular things when listening to music, including dynamics.</p>	<p>*I can sing and follow a melody. *I can sing or clap increasing and decreasing tempo. *I can perform simple patterns and accompaniments keeping a steady pulse. *I can play simple rhythmic patterns on an instrument. *I can listen out for particular things when listening to music, including dynamics *I can order sounds to create a beginning, middle and an end. *I can create music in response to different starting points. *I can choose sounds which create an effect.</p>

			<p>*I can use symbols to represent sounds.</p> <p>[Progression in notation from Year 1, Spring]</p> <p>*I can make connections between notations and musical sounds.</p> <p>*I can improve my own work.</p>
Vocabulary underpinning teaching:	Bar, rest, rhythm, crotchet, tempo, quaver, pulse, notation	Lyrics, introduction, pulse, bar, structure, verse, chorus	Unison, compose, dynamics, timbre, lyrics, verse, chorus, pulse, tempo, pitch, rhythm, structure, notation
<p>For children with disabilities: if a child has a physical disability, all lesson sequences can be done on a different - more accessible - instrument including those available through the use of appropriate technology. If singing is a barrier, they can clap, click or otherwise move their body to both respond or perform.</p> <p>For children with SEND, they can be supported in the classroom with dual-coded vocabulary; the opportunity to revisit key learning points more regularly; adult support 1:1 or in a small group; or through working with different peers.</p>			

Year 3:

	Autumn	Spring	Summer
Unit overview:	<p>Stone Age Rhythms: Creating rhythms linked to stone Age activities and creating music to represent these activities.</p> <p>Instrument/s: range of percussion instruments.</p>	<p>Bringing Us Together. Supported by Charanga. Genre: Disco The children will learn to sing, play, improvise and compose. The children will listen and appraise other disco songs. [Progression: Chants & Rhythms in Year 1]</p>	<p>Glockenspiels: Children are introduced to playing the glockenspiel: how to hold a beater; become familiar with the different notes, and compose short pieces to secure skills. Instrument/s: Glockenspiel [Progression in notation from Hands, Feet & Heart, Year 2, Summer]</p>
National Curriculum Coverage:	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Develop an understanding of history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff and other musical notations.</p>
Disciplinary knowledge:	<ul style="list-style-type: none"> *I can sing a tune with expression. *I can play a clear note on instruments. *I understand how music is created and can use different elements in my composition, which I can record with simple notation. *I can create repeated patterns with different instruments. *I can create accompaniments for tunes. *I can combine different sounds to create a specific mood or feeling. 	<ul style="list-style-type: none"> *I can sing a tune with expression. *I can play a clear note on instruments. *I can use musical words to describe a piece of music and compositions, including dynamics and tempo. * I can listen to a piece of music and use musical words to describe what I like. *I can recognise the work of at least one famous composer. *I can improve my work; explaining how it has been improved. *I can begin to respond to music drawn from different traditions and genres. 	<ul style="list-style-type: none"> *I can play a clear note on instruments. *I understand how music is created and can use different elements in my composition, which I can record with simple notation. *I can create repeated patterns with different instruments. *I can compose melodies and songs. *I can create accompaniments for tunes.

Vocabulary underpinning teaching:	Score, texture, rhythm, crotchet, quaver, notation, dynamics	Timbre, disco, pitch, tempo, dynamics, texture	Chord, melody, stave, treble clef
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For children with disabilities: if a child has a physical disability, all lesson sequences can be done on a different - more accessible - instrument including those available through the use of appropriate technology. If singing is a barrier, they can clap, click or otherwise move their body to both respond or perform.

For children with SEND, they can be supported in the classroom with dual-coded vocabulary; the opportunity to revisit key learning points more regularly; adult support 1:1 or in a small group; or through working with different peers.

Year 4:

	Autumn	Spring	Summer
Unit overview:	<p>Mama Mia: Genre: Pop music/ musicals. The children will learn to sing, play, improvise and compose with the well-known song Mama Mia. Children will also listen and appraise other hit ABBA hits. Instrument/s: Glockenspiel/percussion. [Progression in competence with instrument from Year 3, Summer]</p>	<p>Singing (including Roman songs/ history): The children will learn songs. They will look at chants, ostinatos, singing rounds, and partner songs. [Progression from African Chants, Year 2, Spring.]</p>	<p>Recorders: The children will build on their recorder lessons from Year 1. They will also compose their own pieces on the recorder using the notes they have learnt. [Progression in competence with instrument from Year 1, Spring]</p>
National Curriculum Coverage:	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Develop an understanding of history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.</p>
Disciplinary knowledge:	<p>*I can perform a simple part rhythmically. *I can sing songs from memory with accurate pitch. *I can explain the structure of a piece of music and why silence is often needed. I can explain what effect it has. * I can identify the character in a piece of music and</p>	<p>*I can perform a simple part rhythmically. *I can sing songs from memory with accurate pitch. * I can begin to identify the style of the work of different great composers and musicians.</p>	<p>*I can perform a simple part rhythmically. *I can improvise using repeated patterns. *I know how music is communicated and can use notation to record and interpret sequences of pitches.</p>

	<p>comment on dynamics, tempo and pitch.</p> <p>*I can identify and describe the different purposes of music.</p> <p>* I can begin to identify the style of the work of different great composers and musicians.</p>		<p>*I can use notation to record own compositions in a small group or on my own.</p>
Vocabulary underpinning teaching:	Solo, instrumental, musical style, pulse	Ensemble, ostinato, diminuendo, crescendo, round, dynamics	Unison, compose, dynamics, timbre, lyrics, verse, chorus, pulse, tempo, pitch, rhythm, structure, notation

For children with disabilities: if a child has a physical disability, all lesson sequences can be done on a different - more accessible - instrument including those available through the use of appropriate technology. If singing is a barrier, they can clap, click or otherwise move their body to both respond or perform.

For children with SEND, they can be supported in the classroom with dual-coded vocabulary; the opportunity to revisit key learning points more regularly; adult support 1:1 or in a small group; or through working with different peers.

Year 5:

	Autumn	Spring	Summer
Unit overview:	<p>Islands Around The World: Genre: Reggae. The children will look at and appraise music from around the world, also considering its history. They will build upon their competence with glockenspiels to accompany a familiar piece.</p> <p>Instrument/s: Glockenspiel/Voices [Progression in competence with instrument from Year 4, Autumn]</p>	<p>Garageband - A Viking Battle. The children will compose a piece of music, using Garageband, to reflect a Viking battle (linked to history topic): [Progression in composition from Year 3, Autumn and Year 4, Autumn.]</p>	<p>Livin' on a Prayer (Charanga): Genre: Rock The children will learn to sing, play, improvise and compose with the song 'Livin on a Prayer'. They will also listen to and appraise other classic rock songs.</p>

<p>National Curriculum Coverage:</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p>	<p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>	<p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p> <p>Develop an understanding of history of music.</p>
<p>Disciplinary knowledge:</p>	<p>*I can breathe in the correct place when singing.</p> <p>*I can maintain my part whilst others are performing their part.</p> <p>*I can recognise and use a range of musical notation including staff notation.</p> <p>*I can listen with discrimination to music describe, compare and evaluate music using music vocabulary, including dynamics, tempo, pitch and timbre</p> <p>*I can explain why I think music is successful or unsuccessful.</p>	<p>*I can change sounds or organise them differently to change the effect.</p> <p>*I can improvise creatively within a group using melodic and rhythmic phrases.</p> <p>*I can compose music which meets specific criteria.</p> <p>*I can suggest improvements to my own work and that of others.</p> <p>*I can choose the most appropriate tempo for a piece of music.</p> <p>*I can use technology appropriately to record my work.</p> <p>*I can listen with discrimination to music describe, compare and evaluate music using music vocabulary, including dynamics, tempo, pitch and timbre</p>	<p>*I can improvise creatively within a group using melodic and rhythmic phrases.</p> <p>*I can compose music which meets specific criteria.</p> <p>*I can suggest improvements to my own work and that of others.</p> <p>*I can recognise and use a range of musical notation including staff notation.</p> <p>*I can listen with discrimination to music describe, compare and evaluate music using music vocabulary, including dynamics, tempo, pitch and timbre</p> <p>*I can explain why I think music is successful or unsuccessful.</p> <p>*I can contrast, review and explore the work of a famous composer and explain my preferences.</p>

		*I can explain why I think music is successful or unsuccessful.	
Vocabulary underpinning teaching:	Reggae, classical music, timbre, texture, musical style	Virtual instrument, track, loops	Rock, bridge, allegro, adagio, backbeat, riff, tempo, texture, compose
<p>For children with disabilities: if a child has a physical disability, all lesson sequences can be done on a different - more accessible - instrument including those available through the use of appropriate technology. If singing is a barrier, they can clap, click or otherwise move their body to both respond or perform.</p> <p>For children with SEND, they can be supported in the classroom with dual-coded vocabulary; the opportunity to revisit key learning points more regularly; adult support 1:1 or in a small group; or through working with different peers.</p>			

Year 6:

	Autumn	Spring	Summer
Unit overview:	<p>You've Got A Friend (Charanga): Genre: Film music.</p> <p>The children will look at and appraise music from around the world, also considering its history. They will build upon their competence with glockenspiels to accompany a familiar piece.</p> <p>Instrument/s: Glockenspiel & recorder. [Progression in competence with instrument from Year 4, Autumn]</p>	<p>The Americas: Genre: South American Music.</p> <p>Listening to 'The Little Train of Caipira' and composing music based on this piece. The children will use tuned, untuned instruments and their voices in their compositions.</p> <p>Instrument/s: Varied.</p>	<p>The Halle Orchestra: Genre: Orchestral Music.</p> <p>The children will attend a performance by the Halle Orchestra, learning singing parts and the use of varied instruments to accompany the given pieces.</p> <p>Instrument/s: Varied/ Voices.</p>
National Curriculum Coverage:	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with

	<p>increasing accuracy, fluency, control and expression.</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Develop an understanding of history of music.</p>	<p>increasing accuracy, fluency, control and expression.</p> <p>*Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>*Use and understand staff and other musical notations.</p>	<p>increasing accuracy, fluency, control and expression.</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>
Disciplinary knowledge:	<p>*I can perform parts from memory.</p> <p>*I can take the lead in a performance which will increase my confidence and develop my sense of achievement.</p> <p>*I can sing in harmony confidently and accurately.</p> <p>*I can perform parts from memory.</p> <p>*I can analyse inter-related dimensions of music and features within different pieces including pitch, duration, dynamics, tempo, timbre, texture and structure.</p> <p>*I can compare and contrast the impact that different composers from different historical periods have had on people of that time.</p> <p>*I can critically engage with different types of music.</p>	<p>*I know how music is produced and communicated and can use a variety of different musical devices in my composition (including melody, rhythms and chords).</p> <p>*I can use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p> <p>*I can take the lead in a performance which will increase my confidence and develop my sense of achievement.</p> <p>*I can use my musical ability to progress to the next level of musical excellence.</p>	<p>*I can sing in harmony confidently and accurately.</p> <p>*I can perform parts from memory.</p> <p>*I can use my musical ability to progress to the next level of musical excellence.</p> <p>*I can evaluate how the venue, occasion and purpose affect the way a piece of music is created.</p> <p>*I can analyse inter-related dimensions of music and features within different pieces including pitch, duration, dynamics, tempo, timbre, texture and structure.</p> <p>*I can compare and contrast the impact that different composers from different historical periods have had on people of that time.</p> <p>*I can critically engage with different types of music.</p>
Vocabulary underpinning teaching:	Ballad, Unison, lyrics, melody	Improvisation, melody, compose. stave	Auditorium, conductor, venue, front-of-house, sound check.

For children with disabilities: if a child has a physical disability, all lesson sequences can be done on a different - more accessible - instrument including those available through the use of appropriate technology. If singing is a barrier, they can clap, click or otherwise move their body to both respond or perform.

For children with SEND, they can be supported in the classroom with dual-coded vocabulary; the opportunity to revisit key learning points more regularly; adult support 1:1 or in a small group; or through working with different peers.

Entitlement (during the school day):

Children have a formal music lesson equivalent to a minimum of 30 minutes weekly although this time may be combined across weeks depending on what objectives are being taught (see curriculum document). In addition to this, composers and musicians are explored and their music discussed through both whole school and class assembly times.

There is a dedicated weekly singing assembly in place, which lasts for a minimum of 20 minutes. Whilst this is done in key stages on most weeks, we schedule a time for the whole school to sing together approximately once a month. On this occasion, the children will have the opportunity to both perform and be an audience.

Each class rehearses for and performs a class assembly each year. Likewise, all classes are involved in a performance at Christmas. Most KS2 year groups perform an extended musical theatre production (see extra-curricular).

Part B: Lantern Lane Co-Curricular Music.

Below are outlined the opportunities in school 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.

Lantern Lane - Musical Tuition Outside Curriculum Time:

Instrument:	Children learning this instrument:
<p>Flute Provided by Inspire. For charging information. https://www.inspireculture.org.uk/reading-information/libraries/joining-and-using-libraries/fees-and-charges/ This tuition will be paid for by school for any pupil premium children using their funding.</p>	2 x children
<p>Ukulele Provided by Inspire. For charging information. https://www.inspireculture.org.uk/reading-information/libraries/joining-and-using-libraries/fees-and-charges/ This tuition will be paid for by school for any pupil premium children using their funding.</p>	6 x children
<p>Guitar Provided by Inspire. For charging information. https://www.inspireculture.org.uk/reading-information/libraries/joining-and-using-libraries/fees-and-charges/ This tuition will be paid for by school for any pupil premium child requiring support.</p>	10 x children
<p>Rock Steady, comprising: Singing Drums Bass Guitar Guitar Keyboard For charging information. https://www.rocksteadymusicschool.com/</p>	8 x children 9 x children 1 x child 8 x children 8 x children

<p>This tuition will be paid for by school for any pupil premium child requiring support.</p>	
<p>Piano An independent provider, Ms Rachel Evans. Charges: £12.50 for a 20-minute session (1:1 lessons). Further information can be found at: rachelevans632@gmail.com This tuition will be paid for by school for any pupil premium child requiring support.</p>	<p>25 x children</p>
<p>Singing: An independent provider, Ms Rachel Evans (provided in small groups) Further information can be found at: rachelevans632@gmail.com This tuition will be paid for by school for any pupil premium child requiring support.</p>	<p>5 x children</p>
<p>Drumming: Provided by Rockley Music For charging information. https://www.rockleymusic.co.uk/ Parents pay the company directly. This tuition will be paid for by school for any pupil premium child requiring support.</p>	<p>9 x children</p>
<p>Choir: Run by Lantern Lane staff. Our choir is free for any child to join and meets every Thursday at 3pm for 30 minutes. The choir performs regularly at community events such as: East Leake May Day, East Leake Carnival, Rushcliffe Dementia Café, Stanford Hall Rehabilitation Centre.</p>	<p>Current membership: 40.</p>

Nb: instruments are loaned to children when they are receiving further music tuition in conjunction with Inspire.

Gradings/ Music Examinations:

Our aspiration is for many more children to work towards recognised gradings in music including music theory. We are currently in discussion with the above providers to determine how this can be achieved.

Lantern Lane - 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Nativity ¹ Rock Steady Concert ⁶		Rock Steady Concert ⁶		F1 Graduation Thank You Celebration. Lantern Lane's Got Talent ⁵ Rock Steady Concert ⁶ Rockley Drumming Concert ⁷

In KS1 & KS2, children learn about a different musician every month. This musician is introduced in whole school assembly on a Monday and is explored further in KeyStage and class assemblies. The children will hear different pieces of music by this musician at different points in the assembly schedule - and will have the opportunity to compare these and talk about their preferences.

As the year progresses, the children will also have the opportunity to 'flashback' to their learning about the different musicians and their music. They will also compare and contrast their work.

Singing assemblies will take place weekly in both KS1 & KS2, allowing for parts and rounds to be included in the practice. At least twice in most half-terms, the children will sing as a whole school (apart from in Autumn 2), where the children will be preparing for their individual class assemblies.

Year 1		Nativity ¹ Rock Steady Concert ⁶		Rock Steady Concert ⁶		Thank You Celebration ¹ Lantern Lane's Got Talent ⁵ Rock Steady Concert ⁶ Rockley Drumming Concert ⁷
Year 2		Nativity ¹ Rock Steady Concert ⁶		Rock Steady Concert ⁶		Thank You Celebration ¹ Lantern Lane's Got Talent ⁵ Rock Steady Concert ⁶ Rockley Drumming Concert ⁷

Year 3		Carol Concert ¹ Rock Steady Concert ⁶	Year Group Musical ¹ Rock Steady Concert ⁶		Thank You Celebration ¹ Lantern Lane's Got Talent ⁵ Rock Steady Concert ⁶ Rockley Drumming Concert ⁷
Year 4		Carol Concert ¹ Rock Steady Concert ⁶		Halle Orchestra - families ³ Rock Steady Concert ⁶	Thank You Celebration ¹ Lantern Lane's Got Talent ⁵ Rock Steady Concert ⁶ Rockley Drumming Concert ⁷
Year 5		Carol Concert ¹ Rock Steady Concert ⁶	Young Voices ²	Rock Steady Concert ⁶	Year Group Musical ¹ Thank You Celebration ¹ Lantern Lane's Got Talent ⁵ Rock Steady Concert ⁶ Rockley Drumming Concert ⁷
Year 6		Carol Concert ¹ Rock Steady Concert ⁶	Young Voices ²	Rock Steady Concert ⁶	Leavers' Assembly ¹ Halle Orchestra ⁴ Thank You Celebration ¹ Lantern Lane's Got Talent ⁵ Rock Steady Concert ⁶ Rockley Drumming Concert ⁷

1. All children are active performers in the event.
2. All children in Year 5 learn the songs and choose whether to attend the actual event at Sheffield Arena, where they are active performers. If there are any spaces, these are offered to Year 6 children.
3. Families are given the opportunity to purchase discounted tickets to be in the audience for the event.
4. Children visit the Concert Hall for this performance. All children will sing and some will be able to accompany on an instrument. At times, they will also have the opportunity to be an audience at a live event.
5. Children can choose to be part of the school talent competition. There are year group rounds, where the winners go forward to the grand final. The children can choose the nature of their act - but many performances have a singing element.
6. Children, who receive music lessons with Rock Steady, give a concert where the rest of the school are the audience.

7. Children, who receive music lessons with Rockley Music, give a concert where the rest of the school are the audience.

All classes produce a yearly class assembly based on their curriculum.

Whilst some classes will choose music as their theme (e.g. an assembly based on the music of Joseph & his Technicolour Dreamcoat), all others will incorporate some singing within their performance.

Music at Lantern Lane In the Future:

In Summer 2024, a full evaluation of music provision at Lantern Lane has been undertaken to inform our improvement plan for the following year/s. This is shared in full below.

Lantern Lane Music Development Plan

Lantern Lane Music Development Plan			
Curriculum Music:		Description	Next Steps:
	Timetabling	Not all classes receive a regular music lesson each week.	For the year 2024 to 2025, there will be a weekly singing assembly for all children lasting at least 20 minutes.
		There is a regular timetabled curriculum music lesson for all children but not a full hour each week when combined with other provision	
		There are regular timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include singing assemblies etc)	
	Curriculum Design	Musical activity takes place in some or all classes but not necessarily tied to a formal school-wide curriculum	
		There is a whole school curriculum in place for music which covers all parts of the National Curriculum	
		There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Additional aspects are embedded into the planning such as whole class	

		instrumental music, school performances and special musical events	
Assessment		We have limited capacity and/or expertise for assessing musical progress	Following staff CPD in the year 2023 to 2024, we have introduced the use of Padlet to support the assessment of music. Staff training has been given so that this should be used regularly from the start of 2024 to 2025.
		Class teachers record progress using video/audio recordings or written notes	
		Progress is clearly recorded using video/audio or written notes and ML works closely with class teachers to monitor and support this process. There are opportunities for pupils to self and peer assess their work planned into lessons	
Quality of Teaching:		It is uncertain whether all teachers are teaching music to a good standard each week	The teaching of music has been a focus in 2023 to 2024 with staff CPD given based on 'what a good music lesson looks like at Lantern Lane'. These new practices will need to be fully embedded in the coming year - and monitored accordingly.
		Music teaching is generally of a good standard, but there is still a need for further CPD and support in some areas	
		Music teaching is consistently good quality throughout school and is monitored and supported well over the year	
EYFS:		It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality.	Continued monitoring and support will be needed due to staff changes.
		Music is regularly planned into EYFS timetables and is generally of a good standard though some CPD and support may still be beneficial.	
		Singing is an integral and essential part of EYFS life. Songs and activities are appropriate	

		to developing voices and carefully chosen to support early progress.	
Whole class instrumental provision:	Whole class:	No whole class instrumental provision is currently in place.	Provide further staff training to ensure that the children's ability on each of the chosen instruments increases over time. Refine the progression statements for each of the instruments reflecting our ambition for all children to be able to play one instrument confidently.
		Children learn to play an instrument as part of whole class learning during their time in school.	
		Whole class learning is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and quality of delivery is consistently good.	
Duration:	Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration	Children are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others. Some children choose to carry on with that instrument (or a related instrument) at the end of the year	See above.
Singing.	School/ KS/Year Group:	Children only occasionally sing together as part of a larger group, maybe tied to performances or calendar events. Continue to embed singing in assemblies within the school.	For the year 2024 to 2025, there will be a weekly singing assembly for all children lasting at least 20 minutes. There will also be regular whole school assemblies to learn
		Children sing together all or most weeks as part of a singing assembly or similar	
		Regular singing assemblies are led by a specialist. Singing is an important and integral	

		part of curriculum lessons, delivered by confident teachers skilled in delivering healthy singing.	about different musicians and their work. Music Lead to undertake CPD into effective teaching of singing (and then train other staff accordingly).
	Choirs	There are currently no school choirs taking place regularly.	To develop school choir both in terms of numbers and the degree to which singing skills are incorporated within sessions.
		There is at least one school choir which meets regularly.	
There are one or more school choirs, led by skilled singing leaders which have opportunities to perform regularly and/or take part in wider community events			
Instrumental and vocal lessons:	Tuition	There are limited or no opportunities for children to learn to play an instrument in school	Evaluate existing provision and plan for these lessons to increasingly support children in achieving gradings. Increase the numbers of children accessing these lessons. Recruit a new woodwind teacher/ brass teacher to increase children's choice.
		Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments	
	There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision		
	Whole Class Follow-On.	There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	Research opportunities for a whole school

		There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished	recorder development group (CG).
		There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good number of children choose to do this	
	Ensembles	There are currently no instrumental ensembles in school or only very occasional ensemble playing opportunities	Evaluate the quality of the opportunity for musical development currently offered through external providers. Develop a recorder ensemble in school (following on from the above).
		Children learning some instruments have the chance to play in a school ensemble which rehearses regularly	
	A child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group. Routes of progression for children including music centres and CLYM are signposted as appropriate		
Inclusion:	Inclusion	There are no provisions in place to support less affluent families. There is little adaptation in music lessons for children with additional needs or varying ability	
		School applies for LMEP bursaries or finds other ways to support children from low-income backgrounds to learn an instrument. [Pupil premium monies are spent on supporting children to access music lessons in school]. Curriculum and instrumental lessons are planned to cater for children with carrying needs and ability. Pupils have opportunities to listen to and engage with music from different cultures, traditions and eras	

		All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to cover all needs and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras	share their preferences. Evaluate music provision for SEND children in school - and develop approaches in relation to findings.
Wider Involvement:	Hub Participation.	The school generally don't engage much with inspire or other partner organisations in music.	Further develop links with music department at ELA (attend events). Continue to seek opportunities to work with the Hub to improve both curricular and enrichment opportunities in music.
		There is some level of engagement with Inspire and Music Connect with occasional participation in local events.	
	The school has strong partnerships with LMEP, Music Connect and/or other organisations with regular participation in local events, workshops.		
	CPD:	There is little capacity within school for the music lead or other staff to engage with music CPD Music lead has occasional opportunities to access CPD, other staff only rarely. Music lead is able to access a higher level of music CPD and other staff in school are also accessing CPD or a higher level of support from the Music Lead or elsewhere.	See above - CPD to lead singing teaching. *Further develop links with Jesse Gray in West Bridgford to develop collaborative working.
Links with other schools:	There are currently no musical links with other schools	Some links are made with peer schools, other MAT schools, religious school networks or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared.	Further develop the links as above.

		Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition.	
	Live Music:	There are currently no opportunities for children to experience and enjoy live music	Plan & develop a schedule so that all year groups in school attend one event each year for music enrichment/ increase number of musicians coming into school to perform.
		There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians Examples: Young Voices Halle Orchestra Year 5 visit to ELA - ensemble.	
All children have opportunity to experience live music over the course of the school year.			