

Jordans School -Music development plan summary:

Overview

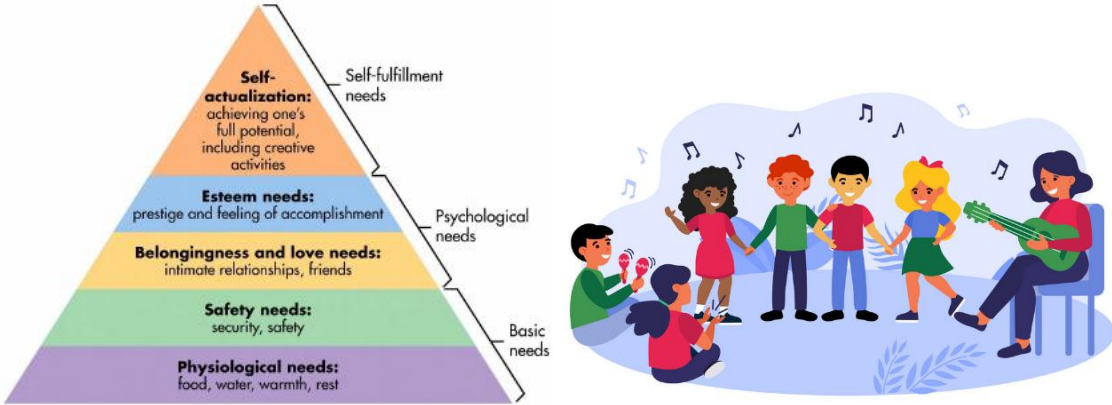
Detail	Information
Academic year that this summary covers	2025-2026, 2026-2027
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	The Teaching Team
Name of local music hub	Buckinghamshire Music Trust https://www.bucksmusic.org/

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 and our approaches to music across the school.

At Jordans School, with thought to Maslow's hierarchy of needs, we see music as giving the children a sense of community, of belonging and of giving a boost to their mood and wellbeing- in addition to the academic acquisition of musical knowledge and skills.



The diagram consists of two parts. On the left is a pyramid representing Maslow's hierarchy of needs, divided into five horizontal layers. From top to bottom, the layers are: 1. Self-actualization (orange), described as 'achieving one's full potential, including creative activities' and labeled as 'Self-fulfillment needs'. 2. Esteem needs (blue), described as 'prestige and feeling of accomplishment' and labeled as 'Psychological needs'. 3. Belongingness and love needs (yellow), described as 'intimate relationships, friends'. 4. Safety needs (green), described as 'security, safety' and labeled as 'Basic needs'. 5. Physiological needs (purple), described as 'food, water, warmth, rest'. On the right is a colorful illustration of a group of diverse children and an adult woman sitting on the floor in a circle, playing various instruments like a guitar, drums, and singing into microphones, with musical notes floating around them.

Each class has daily opportunities to enjoy music as part of their lessons, movement breaks, exploring time and opportunities for songs, rhyme and rhythm work.

Weekly discrete music lessons cover the national curriculum knowledge and skills, as outlined in our Music Knowledge Organiser, below:



Jordans School

Music

Pupils should be taught to:

- * Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- * Play tuned and untuned instruments musically
- * Listen with concentration and understanding to a range of high-quality live and recorded music
- * Experiment with, create, select and combine sounds using the inter-related dimensions of music.



	EYFS	Y1	Y2	Y2 Topic Activities
Performance Vocal	Sings to self and makes up simple songs.	To sing songs, rounds and chants building rhythm and melody.	To sing songs, rounds and chants and use simple vocal patterns as accompaniments.	Harvest Songs(Aut) Festive Songs (Aut) Easter Songs (Spr) Leavers' Assembly (Sum)
Performance Instrumental	Makes up rhythms.	To use a range of percussion instruments correctly. To keep a steady beat and copy simple rhythm patterns.	To use the correct technique for a range of percussion instruments. To choose and play patterns with increasing confidence.	Snail & the Whale movement and compositions with percussion instruments(Aut) National anthems of The UK
Improvising Composing	Represent own ideas, thoughts and feelings through music, dance, role play and stories.	To choose, create and order sounds for different purposes. To choose, create and remember higher and lower sound patterns and simple rhythmic patterns. To invent symbols to represent sounds.	To choose, create and order sounds to show simple contrasts. To choose, create and remember higher and lower sound patterns and rhythmic patterns. To invent symbols to represent sounds.	Playing recorder Playing chime bars Earth Day song (cross curricular science, English)
Listening Understanding	Uses movement to express feelings. Creates movement in response to music.	To respond to changes in character through movement, words or pictures. To talk about music heard with appropriate vocabulary, giving opinions. To listen with concentration to live and recorded music.	To respond to changes in mood through movement, words or pictures. To give opinions, justifying musical ideas with appropriate vocabulary. To listen with concentration and understanding to a range of high-quality live and recorded music.	Dance PE lessons Evelyn Glennie Musician visitors

Sample -Music Lesson Plan – Y1 (5 & 6 year olds):

Subject: Music

Unit: Percussion

Lesson 3 and 4	Teaching Input	Children's Activity	Scaffolding for those who need support	Vocabulary	Resources	Plenary Knowledge Check Recall of Vocabulary Reflection Time
<p>Learning Objective: To play a percussion instrument to a beat</p> <p>Activity: Follow the musical symbols to play a piece of music</p> <p>Challenge: How could we change the piece of music?</p>	<p>Recap on last week's learning – practise naming the various percussion instruments.</p> <p><i>Play the first song and listen to the song without playing an instrument. Stop the song and identify the beat to the song.</i></p> <p><i>Ask children to clap or pat the beat to the song. Once this is steady, ask each child to pick a percussion instrument.</i></p> <p>Children to play their instrument to the beat of the song.</p> <p>Repeat for the next song which has a slower beat.</p>	<p>Children to create their own composition: Place percussion instrument symbol cards down in a pattern. Children to follow the cards when playing their instrument. Eg drum, drum, shaker, triangle</p>	<p>Ear defenders</p> <p>Quiet class area</p>	<p>Drum Tambourine Chime Maraca Beat Follow</p>	<p>Various percussion instruments such as drums, maracas, triangles, tambourine</p> <p>'instrument picture cards with labels'</p> <p>YouTube- https://www.youtube.com/watch?v=ruOK8uVEZWw</p> <p>https://www.youtube.com/watch?v=VPRjCeoBqrI</p>	<p>Groups to perform to each other.</p> <p>Reflection time Discussions</p> <p>Listen to a classical piece of music.</p> <p>Identify the percussion instruments.</p> <p>Notice and discuss the percussion patterns.</p> <p>How does the percussion enhance the piece?</p> <p>How does it make you feel?</p> <p>Is it the same throughout the piece?</p>

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time.

Class Opportunities: Mindful Music Time, Music & Movement breaks, Topic Music, Class Songs & Rhymes.

Playground Opportunities: Weekly Music Day- Music, Speakers and instruments on the playground.

Exploring Opportunities: Class Instruments, Music Hut, Stereos & Headphones.

Clubs:



Move 2 the Music

Letting a child's imagination come to life through music, movement, and dance.

Developing a child's-

- Social skills
- Coordination
- Confidence
- Fitness

Running termly every Wednesday

3 - 4 Jordans School

Starting 11th September - 16th October

Contact mrssambucci@outlook.com
For booking enquires.



Other club opportunities-

Breakfast Club & Evening Owlets: Classical Music Played, Instruments to Explore, Music/Movement/Song Opportunities.

French Club- inc. French Music & Songs.

Story & Sign Club: inc. Makaton songs and signs.

Extra-Curricular Lessons: <https://www.bucksmusic.org/>



Music Education offer for Parents

Please remind parents that they need to book provision directly with BMT using our website or by contacting their local music centre

Subsidies to promote opportunity for all children

- Subsidies can be applied to all fees, including Music Centre memberships and BMT is absolutely committed to ensuring that all children can have the opportunity to access lessons.

Students eligible for Free School Meals (FSM)*	50% reduction	
Students eligible for BMT Support Subsidy**	50% reduction	
Siblings	2 nd child	20% reduction
	3 rd child	40% reduction
	Each subsequent child	60% reduction

* BMT will arrange for the school to support families eligible for FSM by subsidizing the remaining 50% of lessons fees using Pupil Premium so that lessons are 100% subsidised.

** If your financial situation is such that you are not eligible for FSM but your family income is not greater than £25,600 including benefits, then you are eligible for a BMT support subsidy.

Instrumental & Vocal teaching – all instruments (subject to availability)

- 33 lessons per academic year and all fees are payable per term in advance
- Parents are billed directly whether lessons are in music centres or schools, except where a school has agreed to subsidise pupils using pupil premium.

Individual lessons				Group lessons	
Length	Tuition only rate	Music Centre members	50% subsidy rate	All group lessons are 30 mins	
20 mins	£176	£150	£88	Small Group	£120
30 mins	£266	£240	£133	Large Group	£88

- Small Group is for 2/3 pupils – up to Grade 2 when it is recommended to move to an individual lesson
- Large Group is for 4 – 6 pupils – up to Grade 1 and is intended to follow on from Whole Class Provision in schools for those pupils who want to continue learning or start learning an instrument
- Longer lessons are available for senior students - please enquire at musicservice@bucksmusic.org
- Individual lessons have discounted rates for Music Centre members to recognise the value of playing in ensembles to the development of instrumental skills. The discounted rate shown above is for lessons and **does not** include the Music Centre membership – this is charged at the normal rate below

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 live music.

Our music curriculum and whole school assembly timetable is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3.

This is an extract of our Assembly Schedule which outlines the planned whole school teaching of music from a wide range of timelines and cultures:

ASSEMBLY SCHEDULE							
Week Number	Week commencing	Values	Cultural Capital	Religious Education	WHOLE SCHOOL ASSEMBLY MUSIC TEACHING	Entry & Exit Music	Song (Summer book)
29	22 nd April	Courage	Good News	St Georges Day Tue 23 rd		When a Knight won his Spurs	Morning has Broken (hymn book)
30	29 th April	British Values	School Council: Playtimes <i>What works well? What can we develop?</i>	R.E stories Noah's Ark		Indian Classical: Sahela Re- Kishori Amonkar	All Things Bright and Beautiful (hymn book)
31	6 th May	Kindness: Community	Healthy Eating	Philosophy: Growth Mindset Story- The Dot		Nigeria: Drumming – Jin-Go-La-Ba, Babatunde Olatunji	If I Were a Butterfly (hymn book)
32	13 th May	British Values	International Museum Day	R.E stories Jonah & the Whale		Indonesia: Gamelan- Baris, Gong Kebyar of Peliatan	Make Someone Happy
33	20 th May	British Values: The rule of law	The Royal Family	Growth Mindset Story: The Girl who Never Made Mistakes		Elgar: Land of Hope & Glory (d1,t11)	Make Someone Happy
34	3 rd June	Kindness	World Oceans Day	Philosophy: Can kindness change the world?		Pop-The Little Mermaid-Under the Sea	He's Got the Whole World in His Hands (hymn book)
35	10 th June	Kindness	Father's Day	Philosophy: How should we treat animals?		Poland: Folk- Mazurkas Op.24	He's Got the Whole World in His Hands (hymn book)
36	17 th June	Kindness & Courage	Make Music Day	Eid-ul-Adha		India: Indian Classical-Sahela-Kishori Amonkar	Dragonfly
37	24 th June	British Values	National Best Friends Day	Philosophy: Transitions		South Africa: Choral- Inkanyezi Nezaazi-Ladysmith Black Mambazo	Dragonfly

The children in Year 2 learn to play the chime bars, and all of the children have opportunities to perform songs and poems with rhythm and instruments in termly performances to parents and village friends through the Nativity Play, Easter Assembly and Leavers' Assembly.



The numbers in the chart show the beats in the music. Sometimes you have to play two notes on one beat.


1	2	3	4
G		E F	
G		C	
D	E F	G	F E
D			

We are lucky to have a thriving musical community in Jordans Village, bringing volunteers to the school to play live music and to give opportunities for live music concerts performed at the village green and Jordans Quaker Meeting House.

Special Days at the school also give the children musical experiences, enjoying a wide range of music. In 2024 the school had an 80th Birthday Celebration and the children explored music from the 1940s, learning the song, 'Accentuate the Positive', written in 1944, the year the school was built.



We are learning a song for the 80th Birthday of Jordans School.
The school was built in 1944 and this song was published in 1944 too!
It is perfect for our growth mindset approaches and our positivity.



Accentuate the Positive

You got to ac-cent-tchu-ate the positive
E-lim-i-nate the negative
And latch on to the affirmative
Don't mess with Mr. In-between
You got to spread joy up to the maximum
Bring gloom down to the minimum
And have faith, or pandemonium
Liable to walk upon the scene

Our music curriculum is fully inclusive, the children learn Makaton actions alongside music and we offer Makaton and Move to the Music clubs. Ear defenders and alternative quieter options are available for children with additional sensory needs.

In the future

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

- We would like to make further links with our village concerts and performances, advertising them to parents in our school newsletter and regular staff attendance.
- We would like to make further musical links during celebrations and festivals, sourcing traditional music from different cultures to enhance the children's experience of live music.

Further information- Links

National Curriculum- Music:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study/national-curriculum-in-england-music-programmes-of-study>

Bucks Music Trust: <https://www.bucksmusic.org/>

Jordans Village Performs: <https://jordansvillageperforms.org/>

