Hillary Primary School
Music Development Plan
2025 – 2026

A proud member of: The Forge Brook Trust

Overview

Academic year that this summary covers	2025 - 2026
Date this summary was published	01.09.2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Elizabeth George and Rajan Sandal
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Walsall
Name of other music education organisation(s) (if partnership in place)	

Vision and Intent

At Hillary, we believe Music is a subject that helps to develop creativity, imagination, active listening skills, analytical ability and supports pupil wellbeing. Our children are aspirational. They perform and play with an awareness of audience; including singing and playing instruments for pleasure. Our children are **inquisitive** and develop musical curiosity through practical activity, exploration and discussion.

Through a robust music curriculum, the children learn to describe, discuss and analyse music that they hear and the music that they create. Our children are **articulate** and use a range of musical vocabulary. They will become confident and competent when speaking and listening and make judgements about the qualities of a range of musical genres.

Our children are knowledgeable and acquire an understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. We encourage children to become unique musicians who can express themselves through singing, composing, improvising and performing. They will develop the skills to be inventive, resilient and have the confidence to communicate their feelings, thoughts and ideas.

We are exceptionally proud of our musical vision. In our most recent OFSTED inspection (July 2023), Music was selected for a 'deep dive'. Inspectors reported to our Senior Leadership Team that our Music provision was exceptional.

Music Leads have worked with children, staff, and families to promote the importance of Music and to establish it as an outstanding feature of our school. We feel that we have created a musical culture that has real longevity, and we look forward to hearing about the impact this may have on both Music departments of our local secondary schools as our children enter KS3, and on the lives of our children beyond school and into adulthood.

Our plan for delivering high-quality music education and supporting children's progress

Key components	At HPS, Music Education is delivered to meet the needs of **our** children. We work hard to maintain the high profile of music amongst children and their families, which means working with children, parents, and staff to overcome cultural barriers and a high level of cultural competence. We strive to engage with families and seek to respect and understand cultural and religious beliefs, finding ways to make music accessible for all. We have worked hard to ensure there is equitable representation across our music curriculum. We provide opportunities for empowerment and cultural affirmation, and we are mindful of avoiding cultural appropriation when we are exploring music from diverse cultures.

	We use a combination of bespoke and other carefully selected schemes of work from **Sing Up Music** to fully meet the needs and interests of our children. Across EYFS (Early Years Foundation Stage), KS1 and KS2, most lessons are taught by our specialist music teacher, however class teachers also play a significant role in delivering a rich and meaningful music curriculum. All class teachers build regular classroom singing into their routines (to support other areas of the curriculum and simply for pleasure) by having full access to the resources on **Sing Up**. Class teachers also use Sing Up's resources as part of retrieval practice to further embed knowledge of core music strands using their 'Developing Musicianship' toolkit. We are always looking for ways to allow our children to explore, experience and celebrate diversity in music. One such way is through a scheme of work developed by **Darbar Arts Culture and Heritage Trust.** We became a pilot school for the **Darbar Education** scheme, and it has been a real highlight for both pupils and staff since it launched in Autumn 2023. Teachers and HLLSAs in KS2 have been trained to deliver regular lessons on Indian classical raga, via the online **Darbar** scheme, which helps to develop pupils' piano keyboard skills, listening skills and nurtures improvisation through the learning and playing of Indian raga scales. The scheme has also helped to embed a feeling of cultural validity amongst some of our pupils and, for others, develop greater cultural awareness. Update: We have since discontinued this scheme and are implementing keyboard skills through a future after school club. We have been looking into ways of celebrating diversity with our Musician Of The Month provision. We showcase musicians who play instruments from around the world and various genres. **Singing** is at the core of our children's musical experience at Hillary Primary School and is a common thread that runs across the school, through weekly Key Stage singing assemblies, classroom singing time and during music lessons. All children from Reception to Year 6 have their own **Student Access** on the Sing Up website. This allows children to login at home and share their learning with their families, which helps to improve parental interest and engagement. From early in KS1, children learn the building blocks of **composition** and **improvisation** that allow for meaningful creativity and self-expression. The instrumental skills they develop are used alongside standard and non-standard notation techniques when exploring compositional processes. In Year 1, children learn Kodaly rhythm syllables and notation. This leads on to single-line stave notation by the end of Year 2. The five-line stave is introduced in Year 3 and is used alongside staff notation in both composition and performance. Children learn about the importance of composition in our world and how it can be pursued as a profession. Children are given opportunities to learn about a diverse range of **composers** and musical genres as an aspirational signpost to the music industry and to enrich each child's cultural capital. Listening to a broad range of both live and recorded music allows our children to develop an awareness of our musical world and its history. As a school, we have included a trip to Birmingham's Symphony Hall to hear the **CBSO**, as one of our 'Ten Promises' (a list of enrichment experiences we promise to facilitate for all our children before they leave at the end of Year 6). Every month, class teachers are given resources to share with our children about the '**Musician of the Month'** which features many contemporary composers and performers from diverse backgrounds as an aspirational driver for our children. We have three school choirs: Kinder Choir (Y1 and Y2), Training Choir (Y3 and Y4) and Senior Choir (Y5 and Y6).

	Extra-curricular and free-of-charge instrumental opportunities include our popular Indian **dhol club**, Music Tech Club and Recorder Club. We offer performance opportunities throughout the year ranging from year group assemblies (which always feature a musical element) to formal school concerts to parents and carers. We have made strong links with **Walsall Music Education Hub** through our previous participation in large-scale choral events and are members of the Walsall Mini-Muse music teacher network group, which provides regular access to high-quality CPD. We are proud to have earned a **Music Mark of Recognition for 'Ambition and Quality'** in recognition of our continuing efforts to provide high-quality music education provision.
Classroom instrumental teaching	Children are introduced to a variety of musical instruments in EYFS and KS1, including **untuned and tuned percussion**. Rhythmic notation is taught with whole-class percussion lessons with instruments such as claves, shakers and **djembes.** Children also learn to play the instruments with good technique. Skills are developed year on year from **Year 1 to Year 6** allowing for consolidation and measurable progress. Children learn about the origins of the instruments they play and hear examples of how they are played in a range of traditional and contemporary music from different countries. All children in **KS2 regularly revisit tuned percussion** and continue to develop their djembe skills across the key stage in addition to learning to play the **ukulele.** All children learn to play the ukulele from the end of Year 3 and will continue to use this instrument in Years 4, 5 and 6 as a tool for composition and performance. The ukulele is taught first as a melodic instrument and then as a harmonic instrument, allowing for the transfer of skills to other instruments on entering KS3. The decision to use ukulele as the main instrument in KS2 is two-fold: We teach this in-house with our specialist music teacher – we do not pass any costs on to parents when it comes to tuition, and secondly, it is an instrument that is affordable for parents, should they wish to purchase one for their child to play out of school. Being both a melodic and harmonic instrument, the ukulele also allows for the important inclusion of singing.
Implementation of key components	Our Music curriculum is devised to enable steady progression of skills and experiences. Lessons are planned to allow all children to build confidence and a familiarity with music and musical processes through exploration of musical instruments, standard and non-standard notation, and composition. See the topic map below. Children have their own unique logins to the song bank on Sing Up, which they can access at home at any time. Pupils receive ongoing, direct feedback which directly improves the quality of their music-making in terms of skills, techniques and expression. This form of assessment is 'in-the-moment' and allows children to make the adjustments they need as soon as they are aware. Our specialist music teacher routinely demonstrates what high-quality musical responses sound like and models the processes necessary to achieve a good outcome. Video evidence of learning is regularly recorded as a means of demonstrating progress over the longer term. Videos are shared with pupils as a tool for self-reflection and celebration of progress.
Communication activities	The school website is integral to our communication with parents on the music education of pupils. Our Music Curriculum Intent and Music Topic Map are both published and accessible to parents. Hillary Primary School has social media accounts on X (formerly Twitter) and Facebook. We contact parents directly via text message to announce performance dates.
Evaluation process of the success of the	This Music Development plan will be reviewed termly in collaboration with the Curriculum Lead to evaluate its effectiveness.

Music Development Plan	
Transition work with local secondary schools	Maintaining a high level of musical engagement for our pupils as they enter Year 7 is of paramount importance. We are in regular contact with the Head of Music at Joseph Leckie Academy (part of our Multi-Academy Trust), providing information on skills and experiences our children have acquired at HPS, allowing for a smoother transition and continuation of appropriate provision. We have collaborative opportunities for our upper-KS2 children with Joseph Leckie Academy.
Budget materials and staffing	Music is taught during PPA times by our specialist music teacher, with additional lessons taught by class teachers. We have a full subscription to Sing Up which provides many resources to use in the classroom and in assemblies and excellent CPD opportunities for all staff. Over the last academic year, our music subject leads have attended CPD events both at local and national levels, in-person and virtually. We ensure our budget is carefully allocated to ensure children have access to high-quality musical instruments and composition/notation resources.
Pupil Premium and SEND provision	We endeavor to make music as accessible as possible across the school. We listen to the needs of our community and choose musical pathways that make engaging in music-making as easy as possible, both from a financial and a multicultural perspective. Lessons are planned to ensure every child can access the learning at their level and is within their sensory tolerance. Children with more complex SEND in our Rainbow Room receive a weekly lesson with our specialist music teacher alongside musical activities that are part of continuous provision. The Rainbow Room's specialist SEND teacher and both Music Leads have recently undertaken CPD on Music for Children with PMLD to further their understanding of how music can impact communication and emotional well-being.
Summary Action Plan	• Create a dedicated Music page on the school website – this will provide detailed information about our co-curricular activities; links to Sing Up, BBC Ten Pieces and other useful music education websites; information to parents and carers on the wellbeing benefits of making music. • Engage in National Sing Up Day 2026. • Create stronger links with other local secondary music departments – invite older music pupils into our school or offer our pupils visits to hear performances. • Investigate external funding sources e.g. National Lottery.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rainbow Room	Stop and Go		Sound Makers		Big Sounds Small Sounds	Faster and Slower
Nursery	Vocal Play	Voice Work – high and low	Exploring pulse and instrumental skills		Voice Work and instrumental skills with dynamics	Exploring - dynamics and tempo
Reception	Sing Up Scheme – 'I've got a grumpy face' and 'Witch, Witch'	Sing Up Scheme - 'Row your Boat' and 'Sorcerer's Apprentice'	Sing Up Scheme – 'Birdspotting: Cuckoo Polka' 'Shake my sillies out'	Sing Up Scheme – 'Up and Down' 'Five fine bumble bees'	Sing Up Scheme – 'Down there under the sea' 'It's Oh So Quiet'	Sing Up Scheme – 'Slap clap clap' and 'Bow, bow, bow Belinda'
Year 1	Djembe	Singing (Nativity)	Music from different parts of the world.	Composing	Sing Up Scheme – 'Come Dance with Me'	*Sing Up Scheme: As I was walking down the street*
Year 2	Djembe	Introducing the Orchestra; Composer Study - Tchaikovsky	Singing	Sing Up Scheme – 'Minibeasts'	Composing	*Sing Up Scheme: Tanczymy Labada*
Year 3	Sing up Scheme – 'I've been to Harlem'	Sing up Scheme – Nao Chariya De/Mingulay Boat song	Sing Up Scheme – Spring 1 – Latin Dance	Sing Up Scheme – 'March' from The Nutcracker	Sing Up Scheme – 'just 3 notes'	Ukulele
Year 4	Ukulele	Ukulele	Composer Study – J.S. Bach	Ukulele	Ukulele	Ukulele
Year 5	Notation	Sing Up Scheme – 'Drunken Sailor'	Composer Study – John Adams and Steve Reich	Ukulele – recap playing skills	Ukulele and Composition	Djembe
Year 6	Composer Study – Florence Price	Djembe	Ukulele – Recap and Refresh; Chords	*Sing Up Scheme – 'Touch the Sky'.*	Ukulele Composition – Composing Blues	Music Technology - Composition