

# Music development plan summary: Hillside Primary School

## Overview

| Detail                                                                             | Information                   |
|------------------------------------------------------------------------------------|-------------------------------|
| Academic year that this summary covers                                             | 24/25                         |
| Date this summary was published                                                    | 2025                          |
| Date this summary will be reviewed                                                 | April 2025                    |
| Name of the school music lead                                                      | Emily Redford                 |
| Name of school leadership team member with responsibility for music (if different) | Lucy Wass                     |
| Name of local music hub                                                            | Suffolk and Norfolk Music Hub |
| 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: 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.

Our music offer and the details in this statement are based on the principles outlined in the [National Plan for Music Education](#).

We use Charanga for our music planning at Hillside Primary. It has been purposefully built around the principles of evidence-led practice. This is to ensure that there is a focus on high-quality development of children as musicians. The curriculum is carefully designed to build pupils' musical knowledge and develop their competency and confidence as musicians. Each block includes the study of significant musicians and musical works, with the intention of exposing pupils to a wide range of music that will inspire them and connect them to the world around them. The curriculum is built to support non-specialist teachers in developing their own subject knowledge and delivering excellence in music education. Core areas of study include singing, listening and appraising, composing and improvising and instrumental performance. These are built cumulatively throughout the curriculum to ensure that all pupils develop their engagement with, and knowledge of, music over time. This includes a focus on learning to play a range of instruments confidently. Charanga aims to build a strong and rich musical culture in schools, in which pupils can thrive. Charanga has a strong emphasis on the language and vocabulary that pupils need to explore their own musicality. This is carefully and deliberately planned so that pupils revisit and embed this knowledge over time. Clear structures and learning routines underpin Charanga syllabus. This allows pupils (and teachers) to direct their cognitive attention to the core content in each block. Knowledge Notes are used to support instruction and the revisiting of new concepts.

EYFS pupils recall an increasing repertoire of familiar songs, both individually and in a group. They learn to accompany songs with simple instruments, keeping a steady beat.

As a school, we have thought carefully about how we adapt the music curriculum for pupils with SEND. Taking advice from Charanga professional development days, we implement strategies such as: use of headphones in a small group when using pianos (this allows pupils with sensory needs to remove earphones and remain in the classroom to have a break rather have to leave), holding instruments close to the body (the vibrations act as a stimulus). As with the rest of our curriculum, vocabulary is taught explicitly, and using visuals such as widgets, where appropriate for SEND learners.

## **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.

A range of clubs are offered throughout the term, including a choir which is run all year round by one of our teachers. Access to this choir is free. Classes are also invited to

visit local nursing homes to perform after certain music units. Access to clubs is supported through Pupil Premium Grants.

Carol concerts for KS2 are held at the local church.

KS1 and KS2 weekly singing assemblies ensure that all the music objectives are covered.

The school has a range of instruments including recorder, keyboards, ukulele, glockenspiels and a mini drum set. There is a plan for a drum club to be run by the music lead.

## 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.

Classes across the school take part in trips to the local nursing homes to sing and perform Christmas shows and carol concerts.

A range of performance opportunities are offered throughout the years, including EYFS, KS1 and KS2 nativities and KS2 Summer performance which will be held at the local college.

## In the future

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

- Success Planning – training for teachers in delivery of the music curriculum using the hub to support the planning of this.
- Complete music school audit to show strengths and next steps.  
[self-evaluation audit tool for music in schools.pdf](#)
- Complete SEND case study
- Training for the music team (Charanga's Music CPD and Training Day 7.2.25 )
- Develop offer to include 2 specific pathways – 1. opportunities for all pupils (especially SEND/disadvantaged) 2. identifying pupils gifted in music and developing talent
- Local music lessons with the local high school.
- Collaboration with local Jazz company
- In school drum lessons – ensure access of SEND/PP pupils