

Music development plan summary: St Peter's CE Primary School

Overview

Detail	Information
Academic year that this summary covers	2025/26
Date this summary was published	Sept 25
Date this summary will be reviewed	July 26
Name of the school music lead	Claire Wise
Name of school leadership team member with responsibility for music (if different)	Emma Moss
Name of local music hub	Lancashire
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.

At St Peter's C of E Primary School, we use the Sparkyard Primary Music Scheme across the school. Each class send at least one hour a week on music.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear. We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music

Sparkyard's Music scheme which has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.

- Conceptual: Pupils are introduced to new musical concepts, whilst revisiting the more familiar concepts both orally and graphically.

- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.

- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again. Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. Pupils are taught musical notation and how to compose music in an age appropriate way which leads to more traditional methods in Year 3 and 4. As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Lesson Delivery – Within each music session there will be the following elements: 1. A clear Learning Objective is used by both the teacher and the children to assess the lesson's work; 2. A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit. 3. The children then are exposed to new learning or learning

in their sequence and how it fits within our theme of work. 4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt. Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

Sparkyard's Music curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing more simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

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.

At St Peter's C of E Primary School, we recognise that this is an area for development. We sing in daily worship and have a choir that is currently developing their confidence in leading the school in song during worship. We are participate in the annual, "Let's Go Sing," concert with other Lancashire schools to enable our children to experience professional performance. We are planning musical tuition groups and currently trying to secure funding for this. We believe that these opportunities enable our children to develop confidence and self esteem and wider their experiences.

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.

Each week KS1 and KS2 takes part in a 20-minute singing worship where they have the opportunity to listen to different genres of music as they enter and leave the hall. During these worships, the children learn a wide variety of songs which are linked to our school values, PSHE and seasons. We are participate in the annual, "Let's Go Sing," concert with other Lancashire schools to enable our children to experience professional performance. The choir sing annually at the local nursing home.

In the future

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

We recognise that Music is an area for development and we are working on extra funding to allow children to full explore what music has to offer.

Some of our plans include:

- This year we have introduced and embed a music scheme that ensures consistency and progression from EYFS through to Year 6 led by a music specialist teacher.
- Embed singing as part of daily school routines.
- Upskill and support staff with further CPD.
- Fundraise to develop of a wider range of instruments to have on offer for small group or individual lessons.
- Introduction of Musician/Genre of the month to encourage exposure to a wider range of music and cultures, improving listening and appraisal skills.
- Introduction of further whole-class ensemble projects
- Create more opportunities for children to perform to an audience and experience musical performances
- Further develop performance opportunities for our young musicians throughout the school year.

Further information (optional)

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.