



Music Development Plan 2025-2026

Local authority: Buckinghamshire

Local music hub: Buckinghamshire Music Trust

Music Leads: Mrs Jessica Simmonds (supported by Mrs Beth Goldsack)

Headteacher: Mrs N Alburg

Date written: 4th September 2025

Review date: 4th September 2026

1. Overall objective

Children will be challenged to reach their full potential and their creative excellence nurtured through the broad, varied and rewarding curriculum. They will develop their own thoughts, opinions and ideas, enabling them to choose their musical taste and path with confidence. They will experience a sense of achievement, increase their self-confidence, ignite their imagination, spark their curiosity and develop a life-long love of Music, whether that is as a listener, creator or performer.

2. Key components

- Music curriculum
- Classroom instrumental teaching
- Visiting music teachers
- Links with external music organisations
- Pupil Premium and SEND provision
- Choir with performance opportunities
- School orchestra with performance opportunities
- Musical engagement and opportunities across the school
- Musical engagement with feeder secondary schools

3. Implementation of key components

Music Curriculum

Singing, playing instruments, composing, improvising, performing, the History of Music, listening to music and appraising music. Theory of Music is taught from Year 3 onwards, so that children are able to read basic music notation by the time they are in Year 6. A wide variety of historical periods, styles, traditions and different musical genres are explored to

develop a strong sense of curiosity, appreciation and respect for the diversity that music has to offer from across the world (SMSC). In addition, strong links with the Church and learning to sing traditional hymns are firmly embedded in the School's ethos. The elements of music are taught in the classroom so that children are able to use some musical terminology. This enhances their understanding, expression when playing and performing, composing skills and improvisation, analysis and ability to articulate their thoughts and feelings about music.

Class Music lessons are inclusive and as practical in nature as possible to allow all children to access the curriculum in a fun, exciting and engaging way, in turn promoting a love of Music and a love of learning. The progressive curriculum will ensure that the children have the opportunity to review, remember, deepen and apply their understanding.

Classroom instrumental teaching

This is taught by the Music Lead and the children have the opportunity to learn a new instrument each year. Year 3 learn the Djembe/African drum, Year 4 learn the glockenspiel, Year 5 learn brass instruments, and Year 6 learn the Guitar. Each dedicated weekly lesson is 45 minutes.

The pupils will start off in year 3 by learning to play, write and read basic rhythm notation on the drums, and will also experiment with different hand percussion instruments to create different sound effects. In year 4, pupils can then add melody and pitch to their rhythm knowledge by using the glockenspeils. In year 5, pupils can transfer these skills to the keyboard and learning to play the trumpet or trombone. They can start putting together their knowledge of rhythm, melody and different textures and timbres to create music to tell a story. Finally year 6 will start learning about harmony and structure, through learning about the Blues and Dance music. Year 6 will also learn how to play chords and simple riffs on the guitar.

The school pays for the instruments out of the Arts budget.

SEND provision

Activities in music lessons can be adapted to the different needs of children in a variety of ways. Pupils can learn to play rhythm and melody by using standard notation, grid notation and graphic scores. This allows pupils to be creative and find a way of recording their ideas that makes sense to them. Students can also create and play music by ear. Pupils do most of their creative work in groups and therefore can choose a part to suit their level. Instrumental techniques can be adapted to suit the child's ability such as playing the guitar one finger, two finger or full chords. The main aim is to get the pupils to enjoy being creative with the instruments and to be able to play as part of a group and use music as a way of expressing themselves.

Instrumental Progression

The skills that pupils will be learning will be transferable to any instrument they may choose to learn in 1:1 lessons. Having tried a variety of different instruments will inspire children to think about what instrument is suitable for them.

Visiting Music Teachers

A team of experienced visiting music peripatetic staff offer individual and group lessons on the drums, string instruments, woodwind instruments, the keyboard and the guitar.

Links with external music organisations

We have strong links with Bucks Music Trust and Chiltern Music Academy who offer wider opportunities for performances and live concerts.

Choir and School Orchestra

Wider musical opportunities and enrichment are offered in our Choir and Orchestra. Performing opportunities include participating in the classroom, in school concerts, School productions, Church events, collective worship, open days and collaborative concerts with other schools through events run by the local Music Centres. Choir and School Orchestra run as clubs before school. Disadvantaged pupils eligible for pupil premium funding are encouraged to participate in these groups with any costs offset by allocated funding or heavily subsidised. .

Engagement and opportunities for music across the school

In Year 4 and in Year 6 pupils participate in a Nativity and school production where there is an emphasis on singing. Singing will take place regularly in Collective Worship and Church events across the year.

4. Communication

Parents are informed through the newsletter and/ or letters sent via email through the school office regarding general music notices, ensemble updates, performance opportunities and news.

Songs are posted on the school website for choir to practise at home.

5. Evaluation process for the success of the Music Development Plan

At the end of each academic year the Music Lead will look at progress made across the year through termly assessments, the success of key components evidenced in progress and plan with any adjustments for the following academic year.

6. Transition work with local secondary schools

Contact to be made with CCC and Dr Challoners to discuss potential for curriculum planning to be progressive across the schools and to gain knowledge of wider musical opportunities offered in the secondary schools.

7. Summary of Action Plan

- Explore cross curricular opportunities.
- Explore opportunities to make links with schools and organisations out of school
- Look into the reintroduction of brass and violin lessons in school from teachers from BMT
- Opportunities to have specialists to visit the school to do workshops or demonstrations
- Explore and introduce music in more areas of the school. For example; live performances in assembly,