Working Together to Grow Our Future

Hallfield Primary School

School Music Development Plan 2026 – 2027

Date of adoption: July 2026

Review: July 2027

Lead for this plan: Claire Dunnet

Our Vision and Intent

‘A high-quality music education is the right of every pupil’ (NPME 2022, p42)

At Hallfield Primary School, it is our intent that children explore how music connects people and places, often contributing to people’s identity through its historical, cultural and social origins. The music curriculum intends to enhance children’s engagement with the world through awareness and appreciation of different musical traditions and genres, helping them to develop their own interests and tastes. Alongside this is the aim to nurture an evolving musicianship in each child through singing, listening, composing and performing. Children learn about the structure and organisation of music, learning to listen and to appreciate different forms. They develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. Therefore, children learn technical vocabulary and they are encouraged to use this effectively and appropriately to provide precise explanations. Using this appreciation and examination of music, children practise a repertoire of skills that they use to compose and perform original, imaginative and distinctive pieces.

Links:

The Power of Music to Change Lives – the National Plan for Music Education in England 2022-2030

Music Mark’s resource page for the English National Plan for Music Education

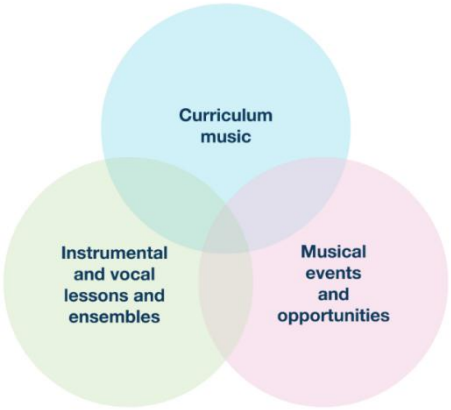
Ofsted Research review (2021)

MMC (2021)

Tri-Borough Music Hub Local Plan for Music Education

School Improvement Plan

Music Policy



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CURRICULUM MUSIC – in the classroom

Area (key features of the NPME in bold)	Celebrate Where are we now?	Areas for Development Where do we want to be?	How? What actions can we take? Who will make this happen and by when?	Action
45 minutes of curriculum music per week KS1 and KS2	Timetabled in for years 1 – 6, half hour per week (since 2023)	To maintain this provision and ensure all staff are clear on progression and expectations.	Build on the skills and instruments children have learned to broaden their experience.	Music teacher employed through tri-borough and after 3 years of transitioning towards the new programs the curriculum is fully embedded.
Early Years music is a key focus	Music therapy in place in SRP that can influence music in EYFS mainstream.	Facilitate EY staff to have some examples of pedagogy for teaching music	CPD for early years teachers to feel confident in delivering music with clear objectives	Support/training for EYFS staff in Music teaching
High quality lessons are delivered by a designated music lead	There has been consistency in the teacher the last 2 years therefore high quality teaching is delivered by a music specialist through partnership with the TBMH	We would like to ensure that there is consistency in the teacher delivering the curriculum at the school to support continuity. Staff understand what a high quality music lesson looks like	Teachers to observe. Pedagogy is clear around the delivery of music lessons and the curriculum is understood by all staff.	Termly deep dives in Music to ensure children are being taught well and remembering well.
Singing is a core element in the provision	Singing is the golden thread in early years and KS1. Children are encouraged to think of their voice as an	Design a full, long-term singing strategy	Using the progression of skills document and other relevant research, create a context specific singing strategy to map	Singing assemblies are timetabled for every week, including EYFS. Use these as vehicles

	instrument, like any other instrument, and one they carry with them for life. Singing assemblies for KS1 and KS2 are held each week (see co-curricular provision) Year 6 do a performance each year that is a musical and are supported by a vocalist.		singing progression, and pathways within school and outside school to access.	for performance to audiences to. Drama program with vocal and singing coach to work with 2 year groups each year.
Implement a high-quality music curriculum (in line with MMC 2021) Progression of skills; Early Years KS1 KS2	Delivery of different programme to each year group progressing from to a higher level of music notation, skills and musical terms	To connect progression from EYFS to KS1. Enhance listening and vocalising skills, movement and dancing, exploring and paly through music and the use of instruments	Implement weekly music lessons and singing assemblies to enhance rhythm and pitch awareness	Progression of skills is linked across the school and staff and children are clear about it
Whole class instrument learning	Timetabled weekly lessons of half hour delivered by a music specialist. Ukelele, guitar, recorders and percussion all embedded in the curriculum.	To maintain this provision	Outline a commitment to maintaining this provision in the School Music Policy	Planning and resourcing from tri-borough
Music technology	Access to electronic instruments like keyboards, music audio in use during lessons and use of internet to search and explore music around the world	To use keyboards for composition and improvisation	Implement keyboards during lessons as a way to compose their own music and explore different sounds	Looking at programs and apps that could be included in the computing curriculum.

Building pupils' cultural capital	Exploring different music genres and instruments used around the world. Attending performances, including the theatre.	Depth in understanding of different cultures and the role of music in them around the world	Explore more opportunities to showcase music through trips and performances.	Links with drama and performance as well as music related trips.
How it is assessed	Photos, videos and live performances	Focus more on live performances to a wider audience	Implement termly performances to enhance confidence and performing skills	Music lead to capture these assessments more rigorously
Physical resources including instruments	A variety of instruments like Violins,Guitars, Djembes, ukelelesKeyboards, Recorders, Percussion and more	To maintain instruments in a good working order	Hire instruments if needed from the TBMH	Audit twice a year

Co-Curricular and extra-curricular music – beyond the classroom

(Instrumental and vocal lessons and ensembles / music groups)

Area (key features of the NPME in bold)	Celebrate Where are we now?	Areas for Development Where do we want to be?	How? What actions can we take? Who will make this happen and by when?	Further details
Provide access to lessons across a range of instruments and voice	Currently, children can only access instruments through the whole class teaching but there has been great progress in this and we	Expand the small group and individual lesson offer.	Children identified in music curriculum lessons as showing an interest but in financial need to have access to	Seek funding to subsidise individual music lessons

	have a wider variety of instruments this year.		these lessons at no cost and apply for funding whenever possible	
Develop a school choir	No choir taking place at the moment (choir lead left)	To have a school choir that meets weekly	Speak to the TBMH about a choir offer (this has been quoted as quite expensive to maintain). Investigate ways to fund this additional offer.	Currently a volunteer runs the choir but this is not well attended as an afterschool club.
Develop school ensembles/bands/groups	No band or ensemble taking place at the moment. Looking to secure funding to pay for small group lessons.	To have children learning instruments in small groups additional to the curriculum offer.	Search for funding for a music specialist to teach weekly, possibly through the TBMH	
Provide space for rehearsals and individual practice	Music room fully equipped for rehearsals and available music stands.	Maintain this provision	Maintenance of equipment and resources	
building pupils' cultural capital	Students work on a variety of musical genres and time periods	Enrich the variety of musical work we offer to students to a broader range of musical styles and cultures from around the world	Use resources that have a wider variety of songs for them to work on	
Singing assemblies	There are singing assemblies for EYFS, KS1 and KS2 weekly	To provide purpose to singing assemblies by putting on performances and using the assembly structure to share.	Children to perform in Friday's assembly a song they have been learning.	

Musical Events and Opportunities – in and beyond the classroom

Area (key features of the NPME in bold)	Celebrate Where are we now?	Areas for Development Where do we want to be?	How? What actions can we take? Who will make this happen and by when?	Further details
Provide opportunities to enjoy live performances at least once a year	Trips to professional concerts for our instrumental students, like to London West End, to allow them to experience high-quality music and get inspired to develop their own music skills further	Trips to be arranged for more students termly and selected especially for their level and Key Stage	Children in Year attend a musical each year. New location of the music hub presents opportunities to engage in more perforances.	
Develop performance opportunities	Children have previously participated in Christmas concerts and Year 6 performances. The choir also performed at the Lancaster Hotel. We want children to have something to prepare for and the experience of performance, especially for their parents.	Opportunities to perform for corresponding year groups at Essendine (partner school) via TEAMs and in person. Have performances that we can invite parents to in order to show case their learning.	Singing concert for KS1 in November, LKS2 February, Y5 Spring 2 and Y6 in their end of year performance, which also includes working with a vocal coach on singing.	

Inclusion

Area (key features of the NPME in bold)	Celebrate Where are we now?	Areas for Development Where do we want to be?	How? What actions can we take? Who will make this happen and by when?	Further details
Pupils with SEND are able to participate and progress well	All students, including those with SEND attend music with the rest of their class, singing/listening and using instruments. Music therapy happens in the SRP.	Consider the spaces children are learning in and provide the music hub teacher with support for inclusion through our spaces in school. As the SRP expands, increase reverse inclusion into music lessons.	KS1 SRP staff to facilitate attendance in music lessons with Year 1 and Year 2 children. Music therapist has modelled over the last year, music therapy opportunities to be adopted by staff.	All children access the music lessons
Liaise with the school SENCo	Structured activities and goals for SEND students	The music lead works closely with the SENCo, and is provided with clear notes and background information for children on the SEN register	To meet termly with the SENCo to discuss individual progress and possible additional support	Discuss with the new SENCo and EYFS lead

Partnerships

Area (key features of the NPME in bold)	Celebrate Where are we now?	Areas for Development Where do we want to be?	How? What actions can we take? Who will make this happen and by when?	Further details
Work in partnership with local music hub	Currently we work closely with the TBMH, attending networking events and	Use the self-assessment tool to help assess where	Look through the document with	Termly meetings with Music Lead and Music teacher

	making sure opportunities sent through the newsletter are fully explored. We take part in musical events by the TBMH, and use the music services to provide brass tuition. We also use the numerous documents available on their website for support.	we are at with our provision	nominated SLT and the music hub representative	
Work in partnership with other providers	Connection with external providers for individual music lessons. Enrichment lead seeks opportunities for visits to school and trips, including the arts.	Enhance the partnerships with for example projects cross the borough and local venues.	Liaise with Children's University to focus on identifying musical experiences	
Children	Children have opportunities to perform in front of audience through music assemblies and performances	Children to be able to perform to each other for peer learning and feedback	Organise Termly performance class where pupils have the chance to showcase to their peers and parents/ carers their progress through performing	**Share successes on website/newsletters**
Parents	Parents attend concerts and Music Productions	To increase opportunity for parents to attend.	Invite parents in as part of the parental engagement model to singing assemblies and musical performances.	

			Encourage parents to engage in the individual music lessons via tasters	

Progression

Area (key features of the NPME in bold)	Celebrate Where are we now?	Areas for Development Where do we want to be?	How? What actions can we take? Who will make this happen and by when?	Further details
Identify potential and talent	We have a specialist music teacher who has the ability to identify potential.	Use this knowledge to target children for opportunities including scholarship and 1:1 or small group tutoring.	Grants for 1:1 or small group lessons.	
Music progression strategy	Every year carries on from the previous years, building on previous knowledge	Considering opportunities for pupils to pursue music beyond the core curriculum, and how they can be supported to access those	Liaise with the TBMH and Children's University for extra curricular activities like orchestras outside of school.	

			More closely capture progression across year groups and individual children's progress	

Budget

Area (key features of the NPME in bold)	Celebrate Where are we now?	Areas for Development Where do we want to be?	How? What actions can we take? Who will make this happen and by when?	Further details
Increase instruments	Coming out of the budget which is increasing each year as we review the curriculum and progression. This needs to be accounted for in next year's budget or supported by additional funding.	Percussion instruments are lacking – are there opportunities for short projects with other agencies.	**Time to complete applications**	
Increase lessons for children to learn an instrument	Applied for funding to cover individual lessons.	We want to hire a keyboard teacher, and provide clubs e.g. choir	**Applied for funding.**	

Objectives 2025/2026

1. Provide wider music opportunity including trips, individual / group lessons and performance

2. Increase students' performance opportunities in and out of school

3. Increase the variety of instruments taught in school

	Action	Link to objective	Who	Resources or cost	source	TBMH support?	Complete by
1.1	Scheduled performances for parents each term of what has been learned.	**2**	**Luke, Laura /SLT**	**Performance space**	**N/A**	**n/a**	**Timetable for events Sept 26**
1.2	Individual, paired and small group lessons additional to curriculum in place	**1**	**Claire**	**Parents pay, sourcing funding to extend offer**	Support from another local school with grant applications	**n/a**	**December 26**
1.3	Review the curriculum in place and identify where opportunities for additional instruments could be	**3**	**Claire / Luke**	**Renting from TBMH**	**TBMH**	**With reviewing the opportunities**	**December 26**
1.4	Identify a music event per year group for the academic year 2025 2026	**1**	**Claire**				**Ongoing**