

Music development plan summary: Hallbrook Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Eloise Hooper
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Leicestershire Music Hub
Name of other music education organisation(s) (if partnership in place)	-

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 school follows the Leicestershire Music Primary Scheme which fulfils the National Curriculum statutory requirements (2014) and aligns with the Model Music Curriculum guidance (2021).

We work to the aims of the National Curriculum so 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.

Our curriculum supports a school wide vision for music – to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

There are 6 units of work followed by each year group with a clear progressive approach that builds on substantive and disciplinary knowledge. These units allow children to develop and secure their knowledge of the inter-related dimensions of music. They incorporate learning about music across a range of historical periods, genres, styles and traditions, fostering respect and deepened understanding of a diverse musical world.

Children gain the skills, knowledge and understanding to improvise and compose, perform individually or in groups and appraise the music around them. They are given the opportunity to explore their voice, digital creativity and musicianship using a variety of instruments to develop creative, original musical work. They work independently and collaboratively on deepening their understanding of technical knowledge to accurately produce sounds and communicate their music to others, including through western notation. They learn to construct and deconstruct music to further their own ability to compose and they learn to gain an understanding of expression and what expressive knowledge means musically when performing and evaluating their work.

Skills and knowledge are revisited through increasing depth over time, taking a holistic and cyclic approach to the development of musicianship. Through building on prior knowledge and understanding, the foundations are laid for a secure musical education preparing children for the next stage. Children become familiar with a planned progressive musical vocabulary presented through meaningful practical engagement in music that always starts with sound.

Music is taught for 60 minutes per week by class teachers. Musical learning continues through our singing assemblies. In year 4, pupils have the opportunity to learn to play percussion instruments.

EYFS

Music for children in the Early Years meets the requirements of the EYFS Statutory Framework (revised Jan 2024) and follows the guidance in the revised version of Development Matters 2023. The ELG 'Being Imaginative and Expressive' is developed through the EYFS units of work in the Leicestershire Primary Scheme, giving children the opportunity to;

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Additional Needs

All pupils with additional needs are supported to develop and succeed musically. We ensure full participation in music lessons with no child withdrawn for other learning. Where adaptations are required, we ensure these are as inclusive as they can be, for example through sourcing an adaptive instrument if there is a physical need or through deployment of staff / additional resources to remove barriers to learning. The lesson plans we follow include suggestions for adaptive teaching to challenge or support which staff respond to as required.

Assessment

Formative assessment is central to musical progress and is part of every lesson. Pupils are encouraged to make self- assessments and peer assessments of their work 'live' and in the moment or by watching video recordings back. After additional teaching input they then have the opportunity to make amendments. Summative assessments are made every at two points in the year.

Progression opportunities

We look to support musical learning beyond the classroom, responding to musical interests that the children show and signposting families on to further opportunities. Pupil Premium funding is used to allow children to attend music lessons after school.

We make strong links to ensure a smooth transition and progression opportunities from year 6 to year 7.

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.

As part of our commitment to nurturing musical talent and broadening access to high-quality music education, we offer a range of instrumental tuition options tailored to meet the diverse needs of our students. This includes private one-to-one lessons as well as small group sessions in guitar, keyboard, and piano. These lessons are designed to support both beginners and more advanced learners, fostering individual progress, building confidence, and encouraging a lifelong appreciation for music.

In addition, we offer a school choir open to all children from Year 3 upwards, providing a welcoming and inclusive environment for vocal development and ensemble singing. Choir members have the exciting opportunity to participate in high-profile events such as Young Voices and Song Festivals led by Leicestershire Music, enriching their musical experience and connecting them with the wider community.

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.

Whole school singing assemblies are held weekly for all pupils, including those in EYFS, and provide a joyful and inclusive space for musical expression and community building. These 30-minute sessions feature songs drawn from a wide range of musical genres, ensuring cultural diversity and musical breadth. The repertoire is carefully chosen to reflect and reinforce the school's core values, as well as key character and leadership traits, helping to embed these principles through music. Children are given the opportunity to showcase their learning and enthusiasm by performing these songs to parents and visitors during larger awards assemblies at the end of each term, fostering confidence and a sense of celebration.

Children who receive one-to-one or small group tuition from our visiting music teachers are regularly given the opportunity to share their progress and talents with a wider audience. These pupils are invited to perform in front of the whole school and parents during special assemblies, helping to build their confidence and celebrate their achievements. In addition, they are encouraged to take part in concerts held at external venues, offering valuable performance experience in more formal settings and allowing them to represent the school within the wider community. These opportunities not only enhance their musical development but also foster pride, resilience, and a sense of accomplishment.

In the future

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

As part of our ongoing commitment to enhancing the quality and breadth of music education, we are prioritising the further development of technology to enrich pupils' musical experiences. This includes the integration of digital tools and software to support composition, performance, and music appreciation across all key stages. Additionally, we aim to increase opportunities for all pupils to attend high-quality instrumental concerts, both within school and at professional venues. These experiences are vital for inspiring young musicians, broadening their understanding of musical genres, and fostering a deeper appreciation for live performance.