Music development plan summary: Alsager Highfields Primary School

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	November 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Marianne Dyde
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Love Music Trust
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.

Vision and Intent

At Alsager Highfields Primary School, we believe music is a vital part of every child's education, wellbeing and personal development. We are committed to providing a rich, inclusive and progressive music curriculum that inspires a lifelong love of music through high-quality musical experiences. Through singing, listening, performing, composing and improvising, pupils develop confidence, creativity and self-expression while gaining a deeper understanding of music and the world around them.

We recognise the important role music, and the arts play in promoting happiness, self-belief and positive mental health. Through our curriculum, the Sparkyard Music programme and a wide range of enrichment opportunities, we aim to broaden children's experiences, celebrate diversity and ensure that every child can access and enjoy music. Our ambition is that all pupils leave Alsager Highfields with a love of singing, an appreciation of music in all its forms, and the confidence and desire to continue their musical journey beyond primary school.

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.

Timetable Plan for Music

Objective: To provide a structured and comprehensive music education in line with national guidelines.

- Each class has a timetabled music lesson each week.
- Our music curriculum is aligned with the progression of skills and understanding as outlined in the model music curriculum.
- The weekly music timetable and detailed curriculum activities for each year group are published on the school website.

Curriculum Sequencing and Outcomes

Objective: To ensure that by the end of primary school, pupils meet key outcomes and develop a love and understanding of music.

- We have a sequenced music curriculum that builds upon skills and knowledge year by year using Sparkyard, which aligns to the National Curriculum for music.
- Various musical concepts and activities are incorporated into the curriculum as outlined in the detailed plan below.
- Curriculum maps and key knowledge for each term are available on the school website, highlighting the diversity and progression within the music curriculum.

Inclusivity in Music

Objective: To ensure the music curriculum is inclusive and reflective of a diverse range of musical cultures.

- Our curriculum includes a wide variety of music genres and cultures.
- We showcase music from different cultures in school performances and events.
- We have a wide range of instruments that can be used in lessons and our curriculum.
- Parents and carers are informed of the inclusive nature of the curriculum and the variety of musical genres their children will explore.

Integration of External Providers

Objective: To incorporate contributions from Love Music Trust and other music providers into a coherent curriculum framework.

- We coordinate with external music providers to enrich the school's music curriculum.
- Contributions from these providers are logically sequenced and integrated into the overall music education plan.
- Details on the contributions of Love Music Trust and other providers to the music curriculum are shared on the school website.

Sparkyard provides a clear sequence of musical activities, with fabulous songs and a skills-based approach where musical concepts and themes are developed and revisited across the year groups, building on knowledge and understanding at every stage. Each term is organised into progressive steps, and the curriculum overview provides a summary of key learning in each term. Sparkyard covers the statutory National Curriculum as well as the Model Music Curriculum.

Music Curriculum Overview

Pre-school

Autumn:

Children join in and participate with familiar songs, nursery rhymes and storytelling phrases, singing the pitch of a tone sung by another person. Singing may also be reflected in a small Christmas Celebration for parents and the school community.

Spring:
Through imaginative storytelling, voice and movement, music is brought alive through performances in songs, rhymes, stories and poems using actions and expressive voice to communicate meaning.
Summer:
The children sing a large repertoire of songs, those which are well-known nursery rhymes. They also perform songs, rhymes and poems with others and move in time with music. This may involve end of year productions.
EYFS
Autumn: My Musical Classroom.
The children learn songs, rhymes and combine this with storytelling. They also create simple actions to accompany the songs and nursery rhymes. Active listening activities are used throughout the term, alongside musical games and action songs, thus the children experience a range of music. They also learn to recognise simple classroom percussion instruments and compare sounds.
Spring: Musical Patterns and Performing.
The children perform songs, rhymes and poems and stories with others, adding actions, expression, voice and movement to communicate meaning. They also play listening games. The children may use simple percussion instruments to play accompaniments and rhythm patterns; they also change sounds and patterns. They may also explore descriptive sounds.
Summer: Sound Stories.
Musical storytelling is inspired by what the children know. Developing their language, communication and expressive arts skills they invent, retell and perform stories, songs, rhymes and poems with confidence and enjoyment. They also move in time to music where appropriate. There may be end of year class productions or showcases.

Y1
Autumn: Exploring pulse and rhythm
The children learn to recognise pulse and explore percussion instruments. They copy and create simple rhythm patterns and use simple graphic notation. They are also introduced to a range of music and create simple choreography.
Spring: Exploring Sounds
The children explore how sounds can be produced using voices and instruments. They also listen to a variety of music and recognise dynamics, tempo and timbre and learn to sing simple songs, explore song lyrics and use them for their own compositions. They compose and perform short sound sequences.
Summer: High and Low – Exploring Pitch
The children identify and describe pitch. They explore sounds created by different instruments and voices, describing their pitch and timbre. They play simple listening games recognising when the pitch gets higher or lower. They compose simple sound effects and use graphic notation.

Y2
Autumn: Exploring pules and rhythmic patterns
The children develop their understanding of pulse and rhythm and the differences. They perform actions and movements to a steady pulse and play simple musical passing games. They also investigate different ways to play rhythms, creating four beat rhythms and use graphic notation.
Spring: Musical Moods and Pictures

The children learn how songs and music can communicate different moods and emotions. They explore changing timbre and dynamics, developing an understanding of musical mood. They are also introduced to major and minor tonality. They will compose and improvise music and learn to give musical instructions.

Summer: Exploring Pitch and Melody

The children will find out about a variety of instruments and learn to describe their pitch and timbre. They will play simple listening games, noting where the pitch goes higher, lower or stays the same and create sounds to match graphic notation. They will play simple melodies using tuned percussion as they are introduced to the pentatonic scale.

Y3

Autumn: Explore rhythmic patterns

The children will learn to identify rhythms and play them using body percussion, instruments and plastic cups. They will explore and create their own call and response, develop ensemble skills and sing songs in different musical styles. They will compose and notate simple rhythmic patterns.

Spring: Painting pictures with sound

Children identify and describe the dimensions that make up music. They explore instruments, learn about timbre and create simple accompaniment to songs. They explore the dimensions of music to create mood and atmosphere. They will also compose music inspired by stories and settings and look at layers of sound to create texture.

Summer: Sing, play, notate

The children explore songs and activities where they describe the pitch and melody. They create simple soundscapes and develop solo singing. They use different forms of graphic notation and develop their knowledge of the pentatonic scale. They compose and improvise simple melodies. The children will also learn to play the recorder.

Y4

Autumn: Playing together and rhythmic structures

The children perform together rhythmically and develop knowledge of rhythmic notation. They learn how music can be built by combining layers of rhythm. They also develop their ensemble skills and compose music within a rhythmic framework.

Spring: Musical Contrasts

The children learn about musical terminology and musical contrasts, exploring instrumental timbre. They will learn how instruments can be grouped and classified and identify orchestral families. The children will learn to identify changes in tonality, major and minor chords through simple listening games and play together as an ensemble. They will also create music in AB or rondo form.

Summer: Exploring Melodies and song structures.

The children will develop their knowledge of the pentatonic scale, call and response melodies and their composition and improvisation skills. They will compose and notate melodies using graphic and letter notation, explore cumulative structure and compose lyrics to crate simple musical arrangements.

Y5

Autumn: Exploring rhythmic layers

The children will develop their understanding of rhythm and rhythmic notation, including time signatures. They will learn to play rhythms expressively, choosing suitable timbre and dynamics. They will also learn the importance of following the conductor. Using djembe drums they will create interesting textures, layers of rhythms and identify the use of ostinato. They will explore rhythm grids or notation.

Spring: Music and Words
They will recognise the Italian words used in music and represent expressive features in a graphic score. They will also develop their improvisation skills through call and response and learn about musical styles such as jazz.
Summer: Explore melody, harmony and lyrics.
The children have brass tuition this term, provided through Love Music Trust. During this term they explore the melody of songs and lyrics through singing traditional songs, and they also develop their understanding of scales, chords and pitch notation, playing their brass instrument. They will also play together as an ensemble performing at the end of the term.
Y6
Autumn: Rhythmic devices and structure
The children continue to explore time signatures. They explore and perform rhythms expressively using poems and songs and experiment with vocal and instrumental effects. They will listen to rhythms from around the world and learn to play polyrhythms, experimenting with creating different textures.
Spring: Musical Effects and Mood
The children become creative and develop their improvisation skills. They learn about intervals and explore how consonant and dissonant sounds in harmony can create mood and atmosphere. They will also learn about key features in musical theatre, explore and interpret lyrics and look at how they convey the lyrical meaning of a song.
Summer: Celebrating songs
The children in the summer term, combine their knowledge to perform in a production. They will explore song ingredients looking at verse, chorus and bridge and identify melodic patterns and sequences. They will listen to a range of music and be able to perform for a specific occasion.

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.

Music tuition, choirs and ensembles
Objective: To provide opportunities for pupils to sing and play music outside of lesson time.

- We facilitate one-to-one and small group tuition for instruments and/or voice.
- There are regular rehearsals and performances scheduled for school choir and group tuition –small bands.
- Information on how to join the school choir, including day and time we meet, and performances is shared with parents.
- Information regarding how to sign-up for one-to-one tuition and group performances is also communicated to parents and carers, including the day and time of lessons.

Progression in Music
Objective: To support pupils' musical journeys beyond the core first access experience.

- We facilitate and signpost a variety of approaches which consider progression for continued instrumental learning.
- Tuition for disadvantaged children is provided to ensure equal access.
- Detailed progression for learning instruments and sign-up information for continued instrumental learning is provided to parents and carers.

Additional Support and Partnerships

Objective: To collaborate with Love Music Trust to enhance the quality and breadth of our music education.

- Love Music Trust programmes are integrated into our curriculum and extracurricular activities.
- Collaborative events and initiatives are shared with the school community.
- Information about our partnership with Love Music Trust, including joint events and initiatives, is communicated to all stakeholders.
- Information about Love Music Trust ensembles is communicated to both children and parents/carers encouraging them to sign up and to join ensembles.

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.

Musical Performances

Objective: To provide regular performance opportunities for all students.

- We plan performances each term, including recording class performances on Seesaw, choir events, KS1 and or KS2 concerts as well as other group performances such as Rock Steady Bands, or the choir performing in the community.
- Live music experiences, ranging from small to large-scale performances, are organised.
- A schedule of performances, including those involving the school choir, key stages and Rock Steady Bands is communicated to parents and carers.

Engaging the Community

Objective: To contribute to the wider community through music events and performances in partnership with Love Music Trust.

- School resources, such as the hall, are used for community events.
- Music events hosted by the school and Trust, such as the Year 5 instrument showcase, are advertised.
- Upcoming music events and opportunities for community involvement are publicised on the school website and through other communication channels.

Live Performances

Objective: To ensure each year group can enjoy live music at least once a year.

- Live music experiences, including Young Voices, ensemble theatre shows at the New Vic in Newcastle Under Lyme, productions invited into school to perform and concerts at Alsager School.
- A programme of live music events for students is set with dates and details provided to parents/carers.

Music in the Curriculum

Objective: To integrate music across the curriculum to enhance learning in other subjects.

- Learning songs and rhymes are incorporated in Reception, and songs that support mathematical operations / grammatical concepts / Scientific ideas to give a few examples throughout the year groups and curriculum.
- Information on how music is used and integrated into other areas of the curriculum is communicated through regular updates via Seesaw.
- Singing takes place weekly and songs learned contribute to different events taking place throughout school, such as Harvest, Remembrance, Christmas, Easter etc

Music Playtimes
Objective: To normalise the use of music throughout the school day.

- Music is played at the end of playtimes for children to tidy up to.

Showcasing Musical Talents
Objective: To provide opportunities for children to showcase their music talents throughout the year.

- Events such as Alsager Music Festival, or a Spring Showcase are diarised.
- Details of the music festival and how to participate are provided to pupils, as well as details of the Spring Showcase, or Rock Steady Performances are scheduled termly and parents/ carers notified.

Learning About Notable Musicians and Composers
Objective: To educate children about notable musicians and composers.

- Information about musicians and composers is included in the curriculum for different year groups
- Information on the musicians and composers covered in the curriculum is communicated to parents

In the future

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

Improvements for Subsequent Years
Objective: To continuously enhance the music education provision at Alsager Highfields Primary School

- The teaching of new instruments will be introduced. Access to musical instruments and resources will be increased through funding.
- Termly school performances will be fully factored into whole school cultural plan.
- We will continue to develop music at playtime and showcase different styles and genres
- Opportunities for children to showcase their music talents through events like the music festival or Spring Showcase will be built upon
- Learning about notable musicians and composers will be further developed.
- Information on planned improvements and timelines will be communicated through regular updates on the school website

Further information (optional)

For further information about our school's music development plan, including links to our local music hub partners, other local music education organisations, and contacts, please visit our school website.

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 for support beyond the school. Our local music hub, Love Music Trust, should also have a local plan for music education in place from September 2024 that should include useful information.