Sudley
Primary School

Music Development Plan 2025-26

Aim High and Smile for a Brighter Future

Sudley
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Overview

Detail	Information
Academic year that this summary covers	2025-26
Date published.	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Ms A. White
Head Teacher	Mr S. Connell

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Part A: Curriculum Music

Area of Provision: Curriculum Music	What we are currently doing well	Area for Development
We have embedded a high quality, ambitious music curriculum throughout our provision, covering progression within the national curriculum. This includes planned assessment throughout the year to track progress, using a range of methods.	Our sequenced curriculum secures clear progression in knowledge, skills, and musical understanding from Year 1 to Year 6. Learning builds cumulatively, enabling pupils to develop technical fluency, independence and confidence over time. The subject is led and delivered by a specialist Music Lead ensuring strong subject expertise, consistently high expectations and precise understanding of progression across the primary phase. Teaching provides both challenge and support. Composition is carefully scaffolded to ensure success for all pupils, while extension opportunities deepen learning for those working at greater depth. Adaptive teaching	**Refine** assessment systems to provide a concise, manageable method of evidencing musical progression over time, including performance, notation fluency and compositional development. **Develop** structured pupil leadership roles (e.g. Music Ambassadors, ensemble leaders) to enhance responsibility and peer modelling. **Expand** partnerships with external musical organisations and live performance providers to enrich curriculum delivery and cultural capital. **Continue** to develop compositional pedagogy to promote increasing independence, stylistic awareness and creative risk-taking, particularly for pupils working at greater depth.

	minimises barriers so that all pupils can participate fully and achieve well. Performance is a significant strength. Pupils regularly perform solo and ensemble work using a wide range of classroom instruments. They read and interpret standard Western notation confidently and also use graphic scores where appropriate, ensuring that notation supports rather than restricts musical access. By the end of Key Stage 2, pupils demonstrate outcomes that exceed typical national expectations in performance, notation and composition. Assessment is purposeful and embedded, drawing on observation, performance outcomes, compositional work and pupil dialogue to inform responsive teaching. Pupils across the school show enthusiasm, commitment and pride in their musical work. Music is valued, visible and integral to school life.	

Our curriculum is fully inclusive and can be accessed by all pupils. Our Music Lead has knowledge of all pupil needs.	From Year 2 to Year 6, music is taught by the same member of staff within each key stage. This continuity enables teachers to develop a secure understanding of pupils' strengths, interests and specific learning needs. As a result, lessons can be adapted appropriately through differentiated tasks, scaffolded support, flexible grouping and the use of visual or practical resources to ensure all pupils can access the curriculum and make progress. Regular informal assessment and ongoing dialogue with class teachers and SEND staff further supports responsive planning and targeted adaptation.	To further strengthen provision, we aim to formalise our adaptive teaching strategies within music, ensuring consistency across year groups. We will develop clearer assessment processes to track musical progression and refine challenge for pupils working at greater depth, while continuing to remove barriers for vulnerable and SEND learners. Schemes of work in year 3 will be further adapted to take into account the improving knowledge of our Year 2 children.
Our curriculum includes listening and performing examples from a wide range of cultures and traditions.	Our curriculum includes listening to, analysing and performing music from a wide range of cultures and traditions. Repertoire is carefully selected and sequenced to develop pupils' understanding of key musical elements — including rhythm, pitch, structure and	To further strengthen cultural breadth within Lower Key Stage 2, the Year 3 scheme of work will be refined to include a focused study of Japanese musical traditions.

	timbre — within different stylistic contexts. Where appropriate, learning is meaningfully linked to wider curriculum themes to strengthen contextual understanding. For example, when Year 5 study Brazil in Geography, pupils explore Brazilian musical traditions, developing rhythmic fluency and awareness of instrumentation alongside their geographical knowledge. Listening is treated as a central strand of learning. Pupils are taught to identify stylistic features, compare musical traditions and articulate their responses using precise musical vocabulary, ensuring that cultural breadth strengthens both musical understanding and technical development.	This unit in term 3 will explore simple melodic ostinato patterns, drawing on features such as pentatonic scales, texture and timbre. Pupils will listen to and analyse examples of Japanese music before composing and performing layered melodic ostinati using tuned instruments. This development will broaden stylistic awareness while deepening understanding of repetition, pitch organisation and ensemble performance within a non-Western context.
We have timetabled curriculum music of at least one hour each fortnight of the school year (KS1 to KS2). The children in KS2 also attend weekly sing practice which is led by the music lead.	EYFS have hourly music lessons weekly. Year 1 – 6 have hourly music lessons fortnightly	Complete the schemes of work needed for Year 1. Observe some EYFS lessons and discuss with EYFS lead the music provision.

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Part B: Extra-Curricular Music

Area of Provision: Curriculum Music	What we are currently doing well	Area for Development
KS2 access to instrumental lessons. (e.g. small group/1:1 tuition).	Children in KS2 can access small group instrumental tuition in guitar/ string funded by parents/carers.	Re-introduce woodwind and brass tuition to get back to the pre-covid provision.
ABRSM Music Theory Lessons for Students in Year 5 and 6	Students are tutored in the ABRSM Grade 1-5 system sitting external exams when they are ready. This is fully funded by the school and oversubscribed with a waiting list. There is a 100% pass rate with most students achieving merit or distinction.	
School Choir – currently open to year 6 pupils.	The choir sing in two- and three-part arrangements of music from around the world. They sing enthusiastically, aware of tone and tempo following a conductor. They perform both in and out of school with the highlight of the year being a performance at the Tung Auditorium with the Alerton Brass Band in December.	Expand the choir to include year 5 to ensure continuity from year to year.

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Part C: Enrichment

Area of Provision: Curriculum Music	What we are currently doing well	Area for Development
Carol Concert Year 2 and Year 6	Year 2 and Year 6 pupils collaborate annually to lead a Carol Concert at the local church. Repertoire is rehearsed during structured singing practice sessions, developing vocal technique, ensemble awareness and performance confidence beyond the taught curriculum. Pupils from both year groups contribute readings and lead elements of the service, fostering responsibility, oracy skills and musical leadership. This event provides an authentic performance context for a live audience of parents and the wider community. It strengthens pupils' confidence, resilience and sense of pride, while deepening their	

	understanding of music as a shared cultural experience.	
Year 3 attendance in March to The Liverpool Philharmonic Schools concert		
Year 1 attendance in May to The Liverpool Philharmonic Schools concert		

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Part D – Community Engagement
Other aspects of musical success in our school:

Celebration of Music

Future Events:

Sing For a Cuppa

March 2026 - we will be holding a singing event for Parents/Carers which will combine with our KS1/KS 2 transition event. (Singing)

Summer Song

July 2026 - Joint choir event involving local primary schools.