



## Music development plan summary: Discovery Primary Academy 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	Donna Barnes and Julia Armstrong
Name of school leadership team member with responsibility for music	Michelle Siequien
Name of local music hub	Peterborough Music Hub
Name of other music education organisation(s) (if partnership in place)	N/A

*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 what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

## **Curriculum**

At Discovery Music is taught by a specialist music teacher and is a timetabled subject. We are a Music Mark Primary School. We have achieved this mark in recognition of our continued commitment to high quality Music Education.

We use a tailored scheme of work across the school from EYFS to Year 6 including an inclusive SEND programme with every child receiving a minimum of 50 minutes weekly music education taught by the specialist.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014).

The National Curriculum for Music aims to ensure 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.

## **Intention**

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music.

Sequencing and progression are clear through our strand progression.

We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music.

We focus on developing the skills, knowledge and understanding that children need. In order to become confident performers, composers, and listeners children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

The scheme has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.

- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Music is the 'target' language of the music classroom; pupils learning to use and interpret that language confidently and with increasing accuracy. Whilst to us words and notations are important, they should support rather than drive musical learning. The development of pupils' aural understanding of musical sound is central to our lessons teaching and learning.

Our curriculum introduces children to music of varying genres from around the world and across generations, to develop an understanding of the history and cultural context of the music that they listen to and to provide an opportunity to teach about respect and appreciate the music of all traditions and communities.

Pupils are taught traditional western staff musical notation along with graphic and chord and how to use these notations in composition. As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

Children are encouraged to play – the children have access to a wide variety of tuned and untuned instruments. Whole class instrument tuition takes place in Year 3 (Samba percussion) Year 4 (Ukulele) Year 5 (Recorders) and Year 6 Djembe and later Music tech. (ICT)

We also teach children how to work with others to make music and how individuals combine together to make sounds. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to our children's development as learners and have a wider application in their general lives outside and beyond school.

## **Implementation**

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. Music is taught weekly by our music specialist. Our lessons are taught with a combination of weekly sessions and workshop focus days.

Through our tailored scheme in which the individual strands below are woven together to create engaging and enriching learning experiences: • Performing • Listening • Composing • The history of music • The inter-related dimensions of music. The children are

actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and other's music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions. The children are given opportunities to apply their skills and given a chance for collaboration through composition.

### **Lesson Delivery**

A clear Learning Objective

Engagement is key.

1. A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work.
2. A recap or introduction starter which addresses prior learning by a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
4. The children are then prompted with various assessment questions, questions to get them thinking a little deeper about the skills they have learnt. Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. A part of each music session involves whole class activities with the opportunity for group work.

### **Examples:**

Learning intentions are shared musically modelling for example a song, performance, posture, eye line, physicality, tuned with good diction, articulation and phrasing to show the pupils the intended musical outcome.

Where pupils are to compose music using a rhythmic ostinato, the lesson may start with a song exemplifying and reinforcing the learning intention.

Where instruments are used, clear direction and guidance about correct performance technique and posture is given– but focus is on the musical quality of response. Correct technique and posture can make it easier to respond musically.

The body is used to help pupils internalise music – to take in, memorise, recall and understand musical ideas. Using physical movement to help pupils respond to and understand, for example, concepts of tempo, pitch, rhythm and articulation.

Information and communication technology (ICT) should be used develop musical understanding – the music takes priority over the technology. If pupils are using ICT, the main purpose should be for them to thoughtfully and musically explore, record and manipulate sounds to make a cohesive musical response- learning about texture and structure particularly in upper KS2.

**Model music curriculum:** The DfE’s Model Music Curriculum 2021 states that: ‘In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.’ Our music teacher to deliver a term for Year 3 class, who will be taught a whole class instrumental programme for Samba Percussion, Year 4 WCIT for Ukuele, Year 5 WCIT for recorders and WCIT Year 6 Djembe and later Music Tech (ICT). In doing so they understand the different principles of creating notes or chords, as well as how to devise and read their own musical scores and basic music notation.

**Strands:** Our Strands provide a summary of our intent for each unit of learning. They detail the key vocabulary that children will learn, alongside some interrelated dimensions of music knowledge

**Planning:** Our medium-term plans show which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements The medium term plans also detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, Key Stage 1 and Key Stage 2.

## **Adaption**

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Grouping children by ability in the room and setting different tasks to each ability group.
- Providing resources depending on the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children.

### **SEND**

We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. With a bespoke curriculum tailored by our specialist. The children will participate in a full and enriched sensory scheme using the musical development framework of the Sounds of intent.

### **Assessment:**

Uncomplicated informed assessment. Our assessment of the pupil's progress is designed to reflect standards holistically over time, rather than to grade individual pieces of work. Our musical teaching provides clear structures and guidance, but also allows for and encourages creative, original responses. Our assessment involves our specialist teacher listening to and watching pupils' responses, accurately analysing the quality of those responses, and then showing them how to improve their work. Listening carefully and striving consistently to improve the quality of pupils' musical understanding and response.

– more focussed and perceptive listening, better control or expression in performance, or the creation of more complex musical ideas.

On-going Assessment for Learning practices within class and group sessions, including the sharing of and reference being made to the Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.

The first and last lesson in each unit (at least) are filmed to ensure the teacher can assess the children's progress. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes – Peripatetic lessons or Peterborough Music Hub schemes.

Assessments are used diagnostically by the teacher to evaluate learning and inform teaching .

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report. Formative assessments are recorded on our foundation subject assessment trackers

**Resources:**

With a newly refurbished and purpose-built dedicated music room the students have access to a huge amount of quality instruments.

We have a range of instruments from varying families, genres and cultures.

There is a store of individual and whole class sets:

- Large tuned percussion instruments, selections of instruments – including whole class set - bucket drumming, Samba Bateria and Djembe.
- Tuned percussion- xylophones, glockenspiels, hand bells and whole class chime bar and boom whacker sets.
- Keyboards and 2 pianos.
- Guitars and whole class set Ukuleles.
- Whole class sets of recorders and ocarinas.
- Whole class iPads and headphones.
- Access to both Charanga scheme and Sing up scheme.
- Music Express scheme books
- Sparkyard songbooks
- Various songbooks and Christmas Production packs.

## Part B: Co-curricular music

### Instrumental lessons

We offer our students the opportunity to engage with peripatetic teachers within school time. - Drums, Piano and Guitar and Voice. Pupils receive weekly individual or paired lessons in a separate dedicated music practice room – the students and teachers celebrated this year's success with a sharing concert.

The **school choir** is eagerly attended each week. It is run by a music lead and is free for children to take part. They are developing their vocal skills further as well as preparing for a range of seasonal performances with a special emphasis on community performances for local elderly residents.

Our **Musical performance club** meets weekly combining the multi disciplines of singing, dance and acting. The students are working and creating a staged sung poetry to be performed in the Autumn term at the New Theatre Peterborough. The cast of the club regularly perform to friendly audiences.

Our **Ukulele club** meets weekly and continues the children's enthusiasm and progression for the instrument gained by their Year 4 Whole class tuition.

Guest practitioners :

The **Year 4** student choir were selected to take part in a collaboration between **Peterborough Cathedral** and the composer and conductor Alexander L'Estrange, resulting in the World premiere of "To be a Saint" An hour long performance at the Cathedral with over 200 primary school children from seven schools in the diocese of Peterborough. The performance was accompanied by piano, organ and a jazz ensemble, conducted by the composer himself Alexander L'Estrange. The children sang four songs titled, Oh Saint Nicholas, The A-Z of Saints, St Francis and To Be a Saint. The children had the opportunity to take weekly singing lessons in preparation for the performance from the Cathedral choir staff.

**Year 5** Students competed in **Finish This... The English National Opera** invited children from schools all over the United Kingdom including our Year 5 classes to step into the role of an ENO Composer. They were asked to respond to, and resolve, a purposefully unfinished operatic piece titled 'Blue, Red, Yellow...'. Choosing a colour of their own and armed with paint samples: they immersed themselves into the Composers role, they embraced their imaginations and experimented with music, colours and text, to create their own classes bespoke response ending based on their chosen colour. The programme certainly has helped to develop the students' composition and performance skills, introducing them to opera and new cultural experiences, whilst promoting creativity, collaboration and self-expression. They finished in the **top 30** nationwide.

The children of the **SEND leap room** setting have benefitted from a guest recording studio engineer. Pupils experimented, explored and investigate sounds. A student lead bespoke project inspiring creativity and a voice for our learners with higher needs.

The school has a **strong partnership with the Peterborough Music Hub** as our music specialist also works for the Hub delivering music tuition across the city. This greatly benefits the school as we have full access to all extra-curricular activities the Hub has to offer from instrument loans to term/holiday workshops. We have secured funding for the last year for many projects and already have bids in application

### **Peterborough Music Hub funded opportunities**

**Year 1 and 2** Live interactive chamber orchestral performance Britten Sinfonia's is based on a children's book for a second year. The children learnt songs and dances to accompany the **visiting professional presenter and 5 piece ensemble**.

The **Year 2** cohort were invited to extend the project and help to compose songs for upcoming storytelling performances. The children worked with 2 professional composers/musicians to create additional songs for The Big Feeling Project.

To develop further cross-curricular links, **Year 2 and Year 4** Students had a "Stem" day organised through PMH and run by "**Conductive Music**". These demanding sessions involved children creating music through the use of technology, as well as furthering their musical understanding.

**Year 2** experienced a **live music performance** The Snowman and the Snow dog at the New Theatre, accessed through the Music Hub. Funding is provided to take the children to see the performance, played by an orchestra, narrated and signed, enabling them to experience a real orchestra.

**Year 3 and 4** Live interactive chamber orchestral performance Britten Sinfonia's Once upon a tune. The children watched as live artwork was created by author and artist James Mayhew whilst the music played.

**Year 4** children (as part of their Whole class **Ukulele** tuition) performed at the **Music Hub concert** to demonstrate what they have been doing and concentrate on performance value when playing.

**Year 5** took part in the **Cresset singing days** - an opportunity for the children to learn songs from a particular artist (The Beatles) or genre. The children rehearsed 3 songs within school and then took part in a performance workshop - warm up, rehearsal, meet the

band, and staging. The group of students later that evening performed to an audience of family and friends at the Cresset 600 seater theatre.

**Year 6** collaborated with hip-hop artists and rapper **Xidus Pain** in the Summer term. The children worked with him to create their own raps, reflecting on their time at primary school and their feelings about moving on to secondary school. They have been very creative and really enjoyed the experience. They wrote and produced their own class tracks which were played at their leavers service.

The **Peterborough School of Young Musicians** runs every Saturday morning and is an opportunity for all children to be involved in music making. Sessions run for SEND children through to MAGT players, who are able to take part in the Youth Orchestra. A variety of instruments are also available to learn, with financial support available to families where this may be an issue.

## 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.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually across all key stages, children have a range of opportunities to experience live musical theatre performances and take part in musical performances ranging from EYFS Nativity to the Year 6 Leavers Celebration. Instrumental sharing concerts to choir performances.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE and Science. Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff.

## In the future

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

### **Future development**

To continue to provide a diverse, engaging and high-quality Music Curriculum.

To continue to build upon relationships with Peterborough Music hub, Cathedral, Local theatres and Music Mark to develop increased opportunities for pupils to be part of a listen to live performances, to see Music live in its setting.

To continue to build upon relationships to increase co-curricular opportunities and our breadth of offer to include a greater range of instrumental tuition and school clubs.

To continue to utilise relationships between our school and the Peterborough Music Hub and contacts, to plan and deliver bespoke CPD to continue to provide high quality teaching.

Further develop our pupil voice.

Frequent Singing Assemblies are to be conducted for Key Stage 1 and Key Stage 2 (upper and lower) to help continue to develop the singing ability of students across the school

Our specialist teacher has extended hours for September 2025

ENO – Year 5 September 2025

Cresset singing day – November 2025

Year 4 Termly Ukulele performance

School performance

Choir performances

Currently Peterborough Music Hub bids in place

Xidus Year 6 Rap project

Year 2 Snowman and the Snowdog – New Theatre performance