Music development plan summary:
Monks Risborough CE Primary School

Overview

Detail	Information
Academic year that this summary covers	2025/2026
Date this summary was published	
Date this summary will be reviewed	September 26
Name of the school music lead	Ellen Chadwick-Cooper
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Buckinghamshire 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.

Curriculum – At Monks Risborough, we use the Sparkyard Primary Music Scheme across the school.

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.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

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 Sparkyard Music Curriculum provides teachers with a clear sequence of musical activities to use in the primary classroom. With Out of the Ark songs at its heart, it uses a skills-based approach where key musical concepts and themes are developed and revisited across the year groups, building on knowledge and understanding at every stage.

Our music curriculum covers the statutory National Curriculum for England and satisfies a wealth of suggestions made in the Model Music Curriculum.

Sparkyard lesson plans include:

• Simple, easy-to-follow steps

• Fabulous songs

• Assessment suggestions

• Listening examples from a diverse range of genres, styles and musical periods

• Demonstration videos and audio clips

• Glossary and list of key vocabulary

• Coverage of the inter-related dimensions of music and National Curriculum requirements

• Printable resources for download

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose music.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

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.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. 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 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.

We cover one unit per half-term. Music is taught as a discrete lesson usually lasting 45mins. Our lessons are taught with a combination of weekly sessions and focus days.

We take a holistic approach to music, 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

Each unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically.

Instruments –

EYFS – percussion

Year 1 – percussion

Year 2 - ocarinas (to purchase)

Year 3 – recorders

Year 4 – drums

Year 5 – xylophones

Year 6 - Ukuleles

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

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.'

In Year 3 the class learn the recorder over the year and starts to learn to read musical notation. Last year some of the children played in a group at the summer concert as part of the Princes Risborough Festival.

Planning - Our medium term plans show which of the units we cover in each term.

Adaptation - 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 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. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

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

outcomes and progress. The first and last lesson in each unit is filmed to ensure teachers can assess the children's progress.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

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 and on Target tracker.

Resources - We have a range of instruments. There is a central store of:

• small percussion instruments

• selections of instruments from other cultures

• xylophones & glockenspiels

• keyboards & a piano

• Music Express scheme books

• Songbooks and Christmas Production packs

• CDs

• music stands

• recorders

• drums

• Ukuleles

• Cool4school resources

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as instruments and for composition.

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.

Our local Music Hub provides peripatetic teachers for children to learn an instrument outside of lesson time. At present we offer piano and strings. Parents can pay for 1;1 tuition or a small group.

Our Music Hub provides information for all children wanting to join an ensemble or band, and there are various music centres in the local area.

There is a popular KS2 choir which meets once a week after school.

An equally popular KS1 Glee club also meets after school once a week for music, singing and dancing. EYFS are invited to join later in the year.

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.

Themed music from the model music curriculum is played daily as the children come into Collective Worship. The same piece is played for a week so that it becomes familiar to the children.

Children who learn an instrument are invited to perform during a 'Come and Play' worship once a term.

We hold services in our local Church, St Dunstan's, for events during the year such as Harvest, Christmas and Easter. Within these, specific songs are learned by the children and sung (some performed). Parents are often invited to join us for these occasions.

The KS2 choir and KS1 Glee club perform periodically throughout the year at community events such as the Christmas Lights switch on festival in Princes Risborough, the local Christingle service, and as part of the Princes Risborough Summer Festival.

Every other year our Year 5 class takes part in a collaborative performance with other local schools, called Energize. This is held at the Wycombe Swan Theatre and gives the children the opportunity to perform on stage in a larger venue, watched by family and friends.

Every other year between Energize we give Year 5 and 6 children the opportunity to attend the Young Voices school's performance at either the O2 or Wembley Arena. This is an amazing experience and one that is remembered by children for many years after they have left us for Secondary school.

Each year we have a Christmas music/carol concert where children in both choirs perform. Children and any parents who play an instrument, are invited to join a band for the occasion

EYFS and KS1 perform a Christmas musical to parents every year.

Year 3 perform a nativity in the Church as part of our Christmas Church service.

Year 4 perform an Easter play as part of our Easter service.

Year 6 perform a musical production at the end of the year.

In the future

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

We will monitor the use of our new music scheme Sparkyard to ensure all staff are confident in using it.

We will look at our assessment process to make sure we are recording the progress effectively.

We would like to provide more opportunities for children to play in ensembles.

We would like to introduce more musical opportunities at playtimes – build a music wall.