

Music development plan summary: Benjamin Adlard Primary School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	04.07.2024
Date this summary will be reviewed	04.07.2025
Name of the school music lead	Kelly Griffiths
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Lincolnshire 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 about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

What does Music look like at **Benjamin Adlard Primary School**?

As stated in the 2021 Model Music Curriculum, 'music connects us through people and places in our ever changing world. It is creative, collaborative, celebratory and challenging'. At Benjamin Adlard, we want music to be approached with this in mind, linking with our key drivers: **language and vocabulary, mental health and wellbeing and social mobility**. We want to promote positive learning through building resilience while creating opportunities for active learning and diversity. We believe that as music reflects the culture and society that we live in, so the teaching and learning of music should reflect this.

How is the curriculum for Music organised and how do we teach it?

Music is taught as a discrete lesson at Benjamin Adlard. We ensure that the progression of skills and knowledge are built in from EYFS to Year 6. Children are taught the interlinking key concepts of technical, constructive, expressive pillars of progression. Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

Musical Schemes:

In the EYFS, children are given opportunities to explore a range of sounds through the use of musical instruments, in line with Development Matters. They are encouraged to explore these instruments through independent learning choices and an adult led tasks. To enhance this further, they receive discrete sessions in the Autumn, Spring and Summer from a music specialist from Lincolnshire Music Service.

The Charanga scheme of work is followed from Year 1 to Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. Music lessons are broken down into half-termly units with an emphasis on musical vocabulary while allowing children to talk about pieces of music using the correct terminology. Each unit of work has an on-going musical learning focus with lessons usually following a specific lesson sequence:

Lesson 1: Listen, appraise and learn to sing the song.

Lesson 2: Learn and play notes on the glockenspiel.

Lesson 3: Improve with the song.

Lesson 4: Compose with the song.

Lesson 5: To practice performing composed compositions.

Lesson 6: Perform and appraise composed compositions to the class.

Lesson 7: Perform and appraise to the whole school and parents/carers

Each lesson recaps prior learning through repetition of music and continues to build on this prior knowledge. Children are encouraged to re-listen to music and retrieve specific facts such as instrument use, genre and beat. This ensures a progression of knowledge and key concepts in each year group. Our school also has whole class ensemble teaching in Year 4, where children are taught a specific musical instrument. These lessons incorporate teaching musical notation, singing, improvisation, performing and evaluating. Alongside our curriculum provision for music, pupils **in KS2** can participate in additional 1:1 music teaching to learn a musical instrument with a peripatetic teacher. This is heavily subsidised by the school to ensure high engagement. Our peripatetic music teaching is organised by the Lincolnshire Music Service. Pupils that learn a musical instrument have opportunities to perform in assemblies, and other events. Performance is at the heart of musical teaching and learning and all pupils participate in a key stage performance: a nativity performance for Key Stage 1 at Christmas and Christmas carols in KS2. Pupils also take part in Harvest and Easter assemblies, singing assemblies and pupils from **reception-year 1** to year 6 perform at our annual carol concert at our local church. Pupils who are confident are also encouraged to **take part in solo or ensemble performance opportunities**, **and harmony** performances. Parents are invited and welcomed to watch these performances, whether at school or outside of school. In addition to this, children have the opportunity to perform at Benjies Singstation where each class perform a song from an allocated decade.

Our key stage 1 and 2 pupils attend a professional performance at one of our local theatres to experience how musical performance can be an engaging and fulfilling activity.

To further the exposure of music for all pupils, we maximise opportunities for children to listen to live music. Some of these include Rocksteady, Singsation, Opera performance and performances by local school bands.

Children with SEND

Our children with any additional needs access the same high-quality teaching and learning in Music as their peers. Our curriculum is fully inclusive, and teachers differentiate and make adaptations to ensure all children are successful with their learning.

Examples of this include:

- Pre-teaching vocabulary such as the dimensions of music
- Providing ear-defenders when a child is sensitive to volume
- Differentiating the expectations of sheet music, eg. Using shapes instead of notations
- Offering alternative beaters to support fine motor skills
- Offering a range of musical instruments, including percussion to allow each child to have a musical role.

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.

In addition to our weekly curriculum music lessons, we offer one-to-one, small-group and large-group tuition for instruments or voice. The pupils can join a range of ensembles including the school choir and peripatetic music lessons through our partnership with the Lincolnshire Music Service.

In addition to this, Year 4 take part in 12 weeks of instrument lessons. These whole class ensemble lessons are funded by the school, allowing the children to access 12 weeks of free instrument lessons each year in KS2. Our school choir (Young Voices), theatre group and Djembe drums groups are included in the **free afterschool club offer for disadvantaged all children.**

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.

Singing Assemblies

Every week, year groups 1 to 6 take part in a weekly music assembly. The songs planned for the year are based on some music from 'Out of the Ark'. These allow children to be exposed to a variety of songs including singing in unison, singing in parts and singing at different tempos/dynamics. There is an expectation that Key Stage 1 learn and are able to sing the chorus in unison whereas it is expected Key Stage 2 learn and sing the whole song in unison.

Each class follows a singing spine which promotes further singing across the curriculum.

Nativities

At certain points in the year, different classes prepare for class performances. In the Autumn term, the children in reception and Key Stage 1 begin to learn their lines and songs for their Christmas performance.

Lessons

Throughout a Charanga unit, each class continuously works towards learning a song and developing their instrument use. All children begin to learn the chime bars and then progress to learn the Glockenspiel as a whole school instrument throughout each Charanga unit of work. This includes learning notation, improvising and composing their own pieces of music. At the end of each unit, each class works towards a half-termly performance to the whole school relating to their Charanga learning.

Young voices

Each year, we have a dedicated school choir linked to the Young Voices performance. All children in Year 4, 5 and 6 are offered the opportunity to join the school Choir. They take part in a Young Voices club throughout the whole of the Autumn and Spring term allowing the children to learn and rehearse their songs. In the following March, the children are invited to the Young Voices concert in which they sing their new songs as a 5000 piece choir. The children are also able to experience a range of performance by singers, musicians and dance artists. This offers the children the opportunity to take part in and enjoy a live performance in the concert.

Harvest Festival, Easter and Christmas Carols

The children prepare for different seasonal performances throughout the year. In the Autumn term, the children learn a range of Harvest songs and the parents are invited to watch this performance at the local church. Similarly, at Christmas and Easter time,

the children learn a range of Christmas carols and Easter songs to perform inform of their parents are the local church.

Pantomime/theatre performances

Each year, all children are invited to a pantomime or theatre performance. This allows the children to watch a performance and a range of songs performed by others.

Singsation

Each year, a class in Key Stage 2 take part in Singsation at the local theatre. This enables them to hear a live band and professional singer perform. Children learn a song to sing along side other schools and a professional band and singer. On occasions, we have an additional opportunity to perform on the stage.

Transition music

At the end of lunch time every day, music from different eras and genres is played onto our school playground. Children are then asked to reflect on the music they have heard at lunch and discuss their own preferences about the music.

Musician of the term

Every half term, children are introduced to a new musician from different eras and genres. This exposes them to different types of music they might not usually hear. This supports them to build their knowledge of different musical influences and develop their own personal views further.

Live music

Children are given exciting opportunities to experience live music and performances from visiting bands and musicians. These events help bring music to life and allow pupils to see and hear a wide range of instruments, styles, and musical traditions up close. Whether it's a brass band, a string quartet, or a drumming workshop, live music enriches the curriculum and inspires children to develop their own musical interests. These experiences also support their understanding of rhythm, melody, and performance, while helping to build confidence and cultural awareness.

In the future

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

- The continued development of instrument teaching at Benjamin Adlard Primary School.
- The continued development of instrument use in whole-class music lessons when using Charanga.
- The continued CPD offered to teachers through subject spotlights and Lincolnshire Music Service hub.
- To continue to encourage a wider range of children to access the musical instrument lessons with a peripatetic teacher.
- To continue to review how disadvantaged children access musical instrument lessons.
- To continue to implement effective assessment procedures.
- To continue children to use musical vocabulary including the musical dimensions include melody, harmony, rhythm, dynamics, timbre, expressive techniques, musical texture, and musical form in assembly and lessons.

Further information

Following a review of our Music Development Plan, the following summary actions have been identified:

- Further raise the profile of private tutoring to ensure more engagement from all pupils, in particular those from disadvantaged backgrounds.
- Embed the 'Singing Spines' for each class, ensuring songs are used regularly across the school day to build confidence, pitch accuracy, and musical memory.
- Implement an effective assessment strategy to track progression in musical knowledge and skills, ensuring teachers can identify next steps and provide appropriate support and challenge for all learners.
- Develop further enrichment opportunities for children to explore their musical talents and interests, and to reflect on their exposure to a broad range of musical experiences.
- Develop further enrichment opportunities for children to reflect on their exposure to music.