Music Development Plan Summary

Blackshaw Moor CofE First School

Academic year 2026–2027

"Learning together, rooted in God, we flourish and have life in all its fullness"

Every child will flourish through singing, playing, composing, listening and performing, with equitable opportunities to participate and progress.

Purpose. This summary follows the Department for Education template and sets out curriculum music, co-curricular provision, musical experiences and priorities for development.

Overview

Detail	Information
Academic year covered	2026–2027
Date published	October 2026
Review date	September 2027
School music lead	Julia Harding/Entrust
Senior leader responsible	S. Crawforth
Local music hub	The Music Partnership, including Staffordshire Music Service
Other partners	Visiting instrumental tutors and partner schools/venues, as arranged

Our music vision

Music is an inclusive and valued part of life at our small rural first school. Through a carefully sequenced curriculum and wider opportunities, pupils develop confidence, creativity, musical vocabulary and the practical skills to sing, play, improvise, compose, listen and perform. Music supports personal and spiritual development, celebrates different cultures and gives every child a sense of belonging and achievement.

Part A: Curriculum music

Music is taught from EYFS to Year 4 through rolling programmes adapted for mixed-age classes. Learning develops progressively through performing, composing, listening and appraising. Repetition, modelling, visual cues, simplified parts and suitable instruments support pupils with SEND, while layered parts, leadership and increasing independence provide challenge.

EYFS and Key Stage 1

- Pulse and rhythm: keeping a beat, copying and creating rhythms, body percussion, chants, unison and simple canon.
- Singing: thematic songs, carols and simple two-part work, developing pitch, expression and ensemble awareness.
- Instrumental work: producing a good sound, naming and handling instruments, and playing patterns and simple tunes on glockenspiels and pitched percussion.
- Composition and improvisation: superhero chants, animal music, musical stories, call and response, pentatonic melodies and graphic scores.
- Listening: musical elements explored through Carnival of the Animals, Pets, Connect It, In the Hall of the Mountain King and Stripsody, plus music from Africa, Polynesia and other traditions.
- Notation: simple rhythms, pitch direction and early pitch notation.

Lower Key Stage 2

- Singing and ensemble work: pitching, warm-ups, tone, diction, musical memory, part-singing and ostinati.
- Instrumental progression: tuned percussion and glockenspiel improvisation, simple notation and ukulele units covering plucking, strumming, chords and accompaniment.
- Composition: chants, textured pieces, soundtracks, soundscapes, ceremonial music and graphic scores.

- Listening and appraising: comparing versions, recognising structure and explaining how music communicates character, place and narrative.
- Breadth: Greek-inspired work, Brazilian Samba, early instruments, Polish and wartime songs, Egyptian music, popular music, Roman instruments and Holst's The Planets.

Organisation and assessment

- The two-year rolling programmes provide broad, balanced experiences without unnecessary repetition.
- The school will work towards regular timetabled curriculum music of at least one hour each week across the school year.
- Assessment uses observation, questioning, rehearsal and performance, supported where useful by recordings, photographs, pupil voice, notation, graphic scores and compositions.
- Teachers consider how well pupils remember and apply prior learning, use musical vocabulary and perform or create with control and independence.

Part B: Co-curricular music

- Instrumental tuition opportunities, where available, as part of the enrichment offer.
- Whole-school and class singing through collective worship, celebrations and seasonal events.
- Vocal or instrumental groups developed around performances, productions and collaborative events.
- Access to tuned and untuned percussion, glockenspiels and ukuleles for practice and group work.
- Progression information for families through Staffordshire Music Service, Moorlands Music Centre and local providers.

Access, inclusion and progression

- Participation will be monitored so that disadvantaged pupils and pupils with SEND are actively supported.
- Adaptations may include suitable instruments, reduced or colour-coded parts, visual prompts, additional rehearsal, peer support and alternative performance roles.
- Where activities incur charges, the school will explore subsidies, instrument loans and targeted support.
- Pupils with particular interest or aptitude will be signposted to suitable ensembles, tuition and music-centre opportunities.

Part C: Musical experiences

- Christmas carols and seasonal performances using singing and pitched percussion.
- Music in collective worship and church services at St Matthew's Church.
- Class and whole-school sharing of curriculum compositions and performances.
- Participation in school celebrations, collaborative events and community occasions where appropriate.
- At least one opportunity each year to experience live or professionally performed music, through visitors, an external venue or a high-quality live-streamed event.
- A broad listening repertoire spanning classical, contemporary, folk, popular and world traditions.

In the future: priorities for development

Priority and action	Success measure	Timescale	Lead

Secure curriculum entitlement and progression. Audit taught time and agree core knowledge, vocabulary and checkpoints.	Plans show sequence; regular music is timetabled; samples show progression.	Dec 2026	Music lead / SLT
Strengthen singing and ensemble provision. Establish a regular choir or vocal ensemble and a manageable instrumental group.	Regular rehearsals; pupils perform together at least termly.	From Autumn 2026	Music lead
Improve equitable access to tuition and progression. Audit participation and seek subsidies or loans where needed.	Barriers are acted on; families receive progression information.	Spring 2027	Music lead / SLT
Guarantee performance and live listening. Create an annual calendar for sharing, seasonal/community events and live music.	Every pupil performs termly and experiences live performance annually.	Across 2026–27	Music lead
Develop staff confidence and resources through focused CPD and an instrument/storage audit.	Staff confidence improves; resources are organised and used consistently.	July 2027	Music lead / SLT
Deepen partnership working with The Music Partnership and Staffordshire Music Service.	A named contact and support offer are recorded; at least one opportunity is used.	July 2027	Music lead

Monitoring and review

- The music lead will review coverage, samples, pupil voice, participation and performance opportunities termly.
- Senior leaders and governors will receive an annual update on strengths, gaps, access and priority progress.
- The published summary will be updated before each academic year or when provision changes.

Further information

Read this summary alongside the school curriculum, SEND information and charging and remissions arrangements. Further guidance and partnership support are available through the Department for Education National Plan for Music Education and The Music Partnership.