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LEICESTERSHIRE
MUSIC
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School Music Development Plan

Battling Brook Primary School 2025/26

Date created: August 2025

Reviewed:

Lead for this plan: Sarah Woodcock

Links:

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022–2030

[Music Mark's resource page](#) for the English National Plan for Music Education [Leicestershire](#)

[Music](#) website

*School Improvement Plan

*Music Policy

*Charging policy for extra-curricular activities

Curriculum Music

What is happening now? 2024/2025	Development plan 2025/2026	links
<p><u>Scheme</u></p> <p>EYFS – Charanga Reception – Charanga Years 1 – Charanga Year 2 & 3 – Charanga and Leicestershire Recorder scheme Year 4 – Ukuleles – JAM Music & Natasha Pattinson Years 5 – Charanga & Djembe drumming with Mike Simpson Year 6 – Charanga, Music Technology & Charanga Recorder scheme</p> <p>National Curriculum coverage:</p> <p>KS1:</p> <ul style="list-style-type: none"> ● use their voices expressively and creatively by singing songs and speaking chants and rhymes ● play tuned and untuned instruments musically ● listen with concentration and understanding to a range of high-quality live and recorded music ● experiment with, create, select and combine sounds using the inter-related dimensions of music <p>KS2:</p>	<p><u>Schemes</u></p> <p>This year, I intend to use a tuned musical instrument from Pre-school up to Year 6.</p> <p>EYFS – Katie Neilson/Bopra – Inside Music Early Years Reception – Charanga and introducing instruments (from Katie Neilson's scheme)</p> <p>Year 1 – Charanga Year 2 – Charanga and Leicestershire Recorder scheme Year 3 – Charanga and Leicestershire Recorder scheme Year 4 – Ukulele Rocks and Junior Academy of Music Year 5 – Charanga and Recorders from the Beginning Book 1 or 2 Year 6 – Charanga, Music technology using Garageband and Thumbjam, and Recorders from the Beginning Book 2 continued</p> <p>National Curriculum coverage (highlighted sentences have more focus this year):</p> <p>KS1:</p> <ul style="list-style-type: none"> ● use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p><u>Free LM Music Educators toolkit link</u> <u>Teaching Gadget Primary Scheme of work</u> <u>YouTube learning resources</u></p> <p>470611767 Inside Music Early Years - 0 - 5 Revised Imsmusicsupplies.co.uk</p> <p><u>Ukulele Rocks! ::==={o }</u></p> <p><u>Teacher's guide and downloadable training exercises 1-3 pdfs Music Teaching Inspirations</u></p> <p><u>Recorder From The Beginning: Pupil's Book 1 Musicroom.com</u></p> <p><u>Recorder Schemes of Work - Leicestershire</u></p>

		Music (leicestershiremusichub.org)
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- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

How much curriculum time is given to Music?

30 – 40 minutes per class, plus a weekly 15 minute singing assembly.

Who teaches it?

Mainly the Music Coordinator – Mrs. Woodcock. Some class teachers if their PPA is not covered by Mrs. Woodcock.

- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

KS2:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

<p>Digital resources – I-pads – Crome Music Lab</p> <p>Physical resources including instruments: Percussion (wide range from different cultures) Recorders</p>	<p>How much curriculum time is given to Music? 35/45 minutes per class, plus a weekly 15 minute singing assembly.</p>	
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<p>Glockenspiels Piano Ukuleles Djembe drums</p> <p>How it is assessed? Teachers refer to the National Curriculum and make notes about children who are Working Towards or Greater Depth.</p> <p>What impact it has? Assessments allow the teacher to aid children who are WTS or stretch pupils who are GD.</p>	<p>Who teaches it? Mrs. Woodcock (Music Coordinator) will deliver most of the Music lessons, bar two classes across the school.</p> <p>Digital resources – Garageband and Thumbjam</p> <p>Physical resources including instruments: Percussion (wide range from different cultures) Cleves Recorders Glockenspiels Piano Ukuleles Guitars</p> <p>How will it be assessed? Charanga is a progressive scheme of work that builds on children's knowledge and skills. For other schemes, such as the recorder schemes, a composite structure will be used and continuous formative assessment will be used to enable progression. S. Woodcock will oversee this for all year groups.</p>	
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Singing

What is happening now?	Development plan	links
<p>How often children sing in lessons: once per week using Charanga lessons</p> <p>How often they hear adults (including men) sing: Children listen to a piece of music every Music lesson and every singing assembly from a variety of cultures and genders.</p> <p>What standards are achieved: National Curriculum links: KS1: use their voices expressively and</p>	<p>creatively by singing songs and speaking chants and rhymes. KS2: listen with attention to detail and recall sounds with increasing aural memory</p> <p>How often children sing in lessons: once per week using Charanga lessons</p> <p>How often they hear adults (including men) sing: At least once per week with singing assembly and Charanga</p> <p>What standards are achieved: National Curriculum links:</p>	<p>KS1: use their voices expressively and creatively by singing songs and speaking chants and rhymes. KS2: listen with attention to detail and recall sounds with increasing aural memory</p> <p>S.Woodcock has planned singing assemblies so that a range of singers (male/female/different cultures) throughout history are listened to.</p> <p>LM singing projects</p>

Instruments in curriculum time (including Music Tech)

What is happening now?	Development plan	links
<p>How often children play instruments in lessons? Every unit of work, every term, most weeks.</p> <p>What instruments are available for classroom use? Glockenspiels, recorders, percussion, ukuleles, piano, djembe drums</p> <p>What standards are achieved and how measured? • use and understand staff and other musical notations (every unit)</p>	<p>How often children play instruments in lessons? Most lessons.</p> <p>What instruments are available for classroom use? Glockenspiels, recorders, percussion, ukuleles, steel pans, Cleves</p> <p>What standards are achieved and how measured?</p> <ul style="list-style-type: none"> • use and understand staff and other musical notations • play and perform in solo and ensemble contexts, using their voices and playing musical instruments 	<p>LM Instrumental hire links</p> <p>LM Music Tech offer</p>

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (every unit)
- improvise and compose music for a range of purposes using the inter-related dimensions of music (every unit)
- play tuned and untuned instruments musically
- experiment with, create, select and combine sounds using the inter-related dimensions of music (every half term)

with increasing accuracy, fluency, control and expression

- improvise and compose music for a range of purposes using the inter-related dimensions of music
- play tuned and untuned instruments musically
- experiment with, create, select and combine sounds using the inter-related dimensions of music

[Music tech as a learning resource in class: Chrome Music Lab on iPads](#)

Music tech as a learning resource in class: Ipad – Chrome Music Lab

Extra curricular

What is happening now?	Development plan	links
<p>Who leads activity and how that is funded:</p> <p>Mrs. Wells – piano teacher (parent/carer payment. Payment varies depending on length of lesson)</p> <p>JAM Music – Drum and guitar lessons ensemble and individual (paid by parents/carers. Price depends of number of children and length of lesson)</p>	<p>Who leads activity and how that is funded:</p> <p>Mrs. Wells – piano teacher (parent/carer payment. Payment varies depending on length of lesson)</p> <p>JAM Music – Drum and guitar lessons ensemble and individual (paid by parents/carers. Price depends of number of children and length of lesson)</p>	

Mrs. Pattinson - Ukulele lessons KS2 ensemble (paid by parents/carers. Price depends of number of children and length of lesson)

How it links to the school's Music curriculum: ● use and understand staff and other musical notations ● play and perform in solo and ensemble contexts ● play tuned and untuned instruments musically

Singing

What singing happens in the school day?

Singing assembly, singing in lessons

Who leads these? S. Woodcock

How they are accompanied? backing tracks/YouTube

What choirs are offered? None

Mrs. Pattinson - Ukulele lessons KS2 ensemble (paid by parents/carers. Price depends of number of children and length of lesson)

Choir – lead by S. Woodcock (free)

Recorder Club – lead by S. Woodcock (free)

How it links to the school's Music curriculum:

- use and understand staff and other musical notations
- play and perform in solo and ensemble contexts ● play tuned and untuned instruments musically ● listen with attention to detail and recall sounds with increasing aural memory

What singing happens in the school day?

Singing assembly, singing during lessons

Who leads these? S. Woodcock

How they are accompanied? backing tracks/YouTube **What choirs are offered?** KS1 and KS2 choir

Where/when they take place? In school, after school **Who leads them?** S. Woodcock

How are children encouraged to participate?

Anyone in Year 2 and KS2 are offered the

opportunity. **How are they assessed and developed?**

Continuous formative assessments are used to

[LM singing projects](#)
[Free LM Singing Toolkit](#)

	develop children's singing and listening. S. Woodcock has attended a 'How to improve your choir' course.	
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	Performance opportunities in-school and out of school? A major choir concert - could be Young Voices or DeMonfort Hall, two concerts to parents (in school), the Summer Fair and a local concert with the Redmoor Highschool.	
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<p>Ensembles</p> <p>List ensembles provided:</p> <p>Ukulele Recorder Guitar</p> <p>Who leads them? Ms. Pattinson, JAM Music, Mrs. Kimberley</p> <p>Where/when they take place? In school, during school time</p> <p>How are children encouraged to participate? Recorders: KS1 and KS2 Guitars: KS2 Ukulele: KS2</p> <p>How are they assessed and developed? Individual teachers work through progressive schemes and formative assessments are continually used. Some children have taken grades.</p> <p>Performance opportunities in-school and out: Piano and Ukulele perform to parents in school.</p>	<p>List ensembles provided:</p> <p>Ukulele Recorder Guitar Djembe Steel pans (y6)</p> <p>Who leads them? Ms. Pattinson, JAM Music, Mrs. Woodcock, Pat Munroe</p> <p>Where/when they take place? In school, during school time</p> <p>How are children encouraged to participate? Parents/carers/children are encouraged during assemblies and emails are sent home.</p> <p>Recorders: KS1 and KS2 Guitars: KS2 Ukulele: KS2 Steel pans: Y6</p> <p>How are they assessed and developed? Individual teachers work through progressive schemes and formative assessments are continually used. Some children have taken grades.</p> <p>Performance opportunities in-school and out: All children who play an instrument will be encouraged to</p>	<p><u>LM ensembles</u> <u>/ Performance</u> <u>groups</u></p>
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	be part of at least two concerts to parents throughout the school year.	
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Partnerships

What is happening now?	Development plan	links
<p>Schools Participation in local networks: Primary music network Schools / community groups you work with on any aspect of music: None</p>	<p>Schools <i>Participation in local networks:</i> Primary music network meetings <i>Schools / community groups you work with on any aspect of music:</i> Links with Mrs Matthews at Redmoor Highschool</p>	<p>Free LM Network meetings</p>
<p>Leicestershire Music (LM) Relationship you have with LM: Network meetings and hiring their instruments How LM enhances music in your school: We use their schemes of work and hire the ukuleles Opportunities you are able to take up: Regular courses and training opportunities How you and the LM communicate: via email</p> <p>Cultural partners for Music Partners you work with: None</p>	<p>Leicestershire Music (LM) <i>Relationship you have with LM:</i> Network meetings and hiring their instruments <i>How LM enhances music in your school:</i> We use their schemes of work and hire the ukuleles, djembes & steel pans <i>Opportunities you are able to take up:</i> Regular courses and training opportunities <i>How you and LM communicate:</i> via email, during face-to-face meetings</p> <p>Cultural partners for Music <i>Partners you would like to work with:</i> Music Mark</p>	<p>LM contacts LM School support</p> <p>LM Hub Partners</p>

	and The Spark Arts for children	
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Live Music

What is happening now?	Development plan	links
<p>How often children hear live music performed: twice per year</p> <p>Who provides this? JAM Music and Ms. Kimberley Where and how this is achieved? They showcased their musical ability and promoted their lessons How it is funded? Free</p>	<p>How often children hear live music performed: at least twice per year</p> <p>Who could provides this? JAM Music and Leics Play Live (Leicestershire Music)</p> <p>Where and how this is achieved? JAM showcase their musical ability and promote their lessons.</p> <p>How it is funded? JAM – free, Leics Play Live (school funded)</p>	<p>LM events</p>

Accommodation and resources

What is happening now?	Development plan	links
<p>Where Music is taught: In classrooms</p> <p>Where choirs/ensembles take place: Classrooms/breakout areas</p> <p>Where instrumental/vocal tuition happens: Classrooms/breakout areas</p>	<p>Where Music is taught? In a dedicated Music Room</p> <p>Where choirs/ensembles take place: Classrooms/breakout areas</p> <p>Where instrumental/vocal tuition happens: Classrooms/breakout areas</p>	

Resources (instruments, equipment) the school owns: a range of percussion instruments, glockenspiels, piano, recorders, guitars, violins Resources that the school hires or leases: ukuleles	Resources (instruments, equipment) the school owns: a range of percussion instruments, glockenspiels, piano, recorders, guitars, violins, a drum kit Resources that the school hires or leases: djembes	LM instrumental hire
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Books, references, printed music, subscriptions: Charanga scheme, Out of the Ark singing resources, LSMS Recorder scheme KS2

books, Out of the Ark singing resources, LSMS Recorder

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Books, references, printed music, subscriptions: Charanga scheme, Recorder from the Beginning

How resources are cleaned, maintained, repaired and renewed: Recorders are washed between uses. Instruments were not maintained well	scheme KS2, LSMS Recorder scheme KS1, Katie Neilson Early Years, Bopra How resources are cleaned, maintained, repaired and renewed: Recorders are washed between uses. New instruments are bought and kept safely in a Music room. Maintained by S. Woodcock	
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Inclusion, Diversity, Equity and Access (IDEA)

What is happening now?	Development plan	links
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- How the curriculum is made accessible for all learners, including those with SEND: lessons by outcome and ability

- How the music studied takes account of not represented in the school: Charanga scheme studies a range of singers and composers **community:** Charanga scheme studies a range of singers and composers from across the world. Also, singing assemblies have been tailored to look at different genres and cultures. Instruments such as ukuleles and djembes are taught to showcase traditional music from other cultures.
- Whether songs are sung in languages spoken by families in the school community: not presently
- Whether tuition is offered in non-Western instruments and genres, which reflect the heritage and traditions of pupils at the school: not presently
- How learners are exposed to music from cultures other than their own and/or **sensibilities of all sections of the school**
- **How the curriculum is made accessible for all learners, including those with SEND:** Look at the needs across the school. Use Education Endowment Foundation, Uprising Balloon and the National College for advice. One-handed musical instruments can be ordered for physical needs.
- **How the music studied takes account of** [LM IDEA information and resources](#)

- Whether interventions for other subjects routinely take place during Music lessons (particularly if the same child/ren are frequently taken out of Music): children are rotated so that they do not miss the same lesson each week.

How the needs of children with SEND are assessed to enable them to participate in music-making: ongoing formative assessments and adjustments
 What adjustments are made for children with SEND? One-handed instruments for physical needs, text enlargement and visualisers for partially sighted children and adaptive teaching

- **Whether songs are sung in languages spoken by families in the school community:** Links with R.E. – look at religious ceremonies and songs
- **Whether tuition is offered in non-Western instruments and genres, which reflect the heritage and traditions of pupils at the school:** Ukulele and djembe lessons provide access to non-western instruments. This year, I would like to introduce the steel pans to Year 6.
- **How learners are exposed to music from cultures other than their own and/or not represented in the school:** Charanga scheme studies a range of singers and composers, and singing assemblies are tailored to look at a range of cultures
- **Whether interventions for other subjects routinely take place during Music lessons (particularly if the same child/ren are frequently taken out of Music):** children are rotated so that they do not miss the same lesson each week.

How the needs of children with SEND are assessed to enable them to participate in music-making:

LM SEND support

	<p>ongoing formative assessments and adjustments. Use LM support to aid adaptive, SEND teaching.</p> <p>What adjustments are made for children with SEND? One-handed instruments for physical needs, text enlargement and visualisers for partially sighted children and adaptive teaching.</p>	
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Any support provided to help parents with the cost-of-living crisis: None	<p>Any support provided to help parents with the cost-of-living crisis: Refer parents/Carers to the LM fee remissions website to make them aware of support</p>	LM fee remissions

Progression

What is happening now?	Development plan	links
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<p>How pupils are encouraged to learn music beyond the classroom? Emails are sent home, advertising Music lessons (guitar, drums, ukulele)</p> <p>How the school understands and responds to their musical interests: None</p> <p>How pupils and their families understand</p>	<p>and learn about opportunities for musical progression: if pupils decide to play an instrument beyond the classroom, they are encouraged to practise weekly and progress to the next step. Pupils can choose to carry on their lessons with the teacher when they move onto high school.</p>	<p>How the school responds to the needs and ambitions of pupils identified as more able in Music: None</p> <p>How the school supports the needs of pupils who benefit from music e.g., socially and emotionally: None</p> <p>How gaps in teachers' and other staff's knowledge are identified to better help</p>
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them support pupils' musical ambitions:
None

How pupils are encouraged to learn music beyond the classroom? Emails are sent home, advertising Music lessons (guitar, drums, ukulele, violin, piano, recorders, choir)

- **How the school understands and responds to their musical interests:** S. Woodcock will teach across the school

and encourage children to play beyond the classroom and direct them towards private lessons.

- **How pupils and their families understand and learn about opportunities for musical progression:** if pupils decide to play an instrument beyond the classroom, they are encouraged to practise weekly and progress to the next step. Pupils can

choose to carry on their lessons with the teacher when they move onto high school.

- **How the school responds to the needs and ambitions of pupils identified as more able in Music:** S. Woodcock can encourage children to

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[LM ensembles / groups](#)

Pupil tracking

How the school tracks musical progression in and out of the classroom (consider progression in its widest sense, not just increasing technical fluency): Charanga is a progressive scheme of work. Battling Brook progression documents have been written. These show knowledge and skills for each year group.

form their own bands and encourage Music teachers to look at grading.

- **How the school supports the needs of pupils who benefit from music e.g. socially and**

emotionally. Children being part of the choir aids children's emotional well-being as they are part of a group and boosts their confidence when performing. Children who play an instrument also benefit from 1-2-1 attention and also have the opportunity to perform.

- **How gaps in teachers' and other staff's knowledge are identified to better help them support pupils' musical ambitions:**
Staff

meetings need to inform the teachers of the resources for identifying musical ambition and talent.

How the school tracks musical progression in and out of the classroom (consider progression in its widest sense, not just increasing technical fluency):

Charanga is a progressive scheme of work. Battling Brook progression documents have been written. These show knowledge and skills for each year group. These are updated to adapt to new instruments and schemes.

Strategy development	<ul style="list-style-type: none"> • How this strategy is monitored and by whom? Music is taught by S. Woodcock across the 	
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<p>How this strategy is monitored and by whom? Each teacher was responsible for teaching and monitoring the Music curriculum, following the schemes and progression documents.</p> <p>How and when this strategy will be reviewed and by whom (will this include SLT and/or Governors?): with S. Woodcock, SLT and the governors.</p>	<p>school, which will give the ability to see clear progression between year groups.</p> <ul style="list-style-type: none"> • How and when this strategy will be reviewed and by whom (will this include SLT and/or Governors?): with S. Woodcock, SLT and the governors (M. Saunders). 	
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Objectives 2024/25

These are the headlines for things you want to do and achieve this year which will move Music at your school towards your vision. Examples are shaded grey. Include 3-5 impactful objectives. The vision should be something you work towards over several years and you must be fair to yourself when creating these objectives. What can you really achieve in a year on top of everything else you have to do? Ideally the objectives in this plan would align with your performance management objectives.

1. Create more singing opportunities by starting a Choir
2. Have more opportunities to perform to an audience
3. Use more resources that show diversity and culture
4. Use Music as way to support children socially and emotionally
5. Encourage more children to play an instrument beyond the classroom

Action Plan

Actions here should mostly contribute to your objectives for the year and, of course, there may be more than one action needed to achieve one objective (or one action may contribute to several objectives). If there are actions to do with ongoing running of curricular or co-curricular Music that you want to capture here, even if they do not contribute to objectives, then do so of course.

	action	link to objective	who	resources or cost	source	music hub support sought	completed by
1	Send out letters asap during the Autumn term to start a choir (KS2 pupils)	1	Music Lead	Free X1 per week until after Christmas	Christmas concert DeMontfort concert	n/a	Spring term 2026

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	action	link to objective	who	resources or cost	source	music hub support sought	completed by
2	Hold a Music Winter and Summer concert for those who play an instrument Hold a ukulele concert for Year 4 (Summer term)	2	Music Co-ordinator / Site team	Free	Music concert Ukulele concert	n/a	Summer 2026

3	Plan singing assemblies that cover a range of composers/singers	3	Music coordinator	Charanga	n/a	Beth Carr (Network meetings)	Summer 2026
4	Continue to use Charanga who include a range of songs Continue to support the individual instrumental teachers. Seek out any financially suitable resources for learning beyond the classroom. LM fee remissions.	5	Music coordinator	on Free	Peripatetic teachers	Beth Carr (Network meetings)	Summer 2026

CPD Plan

requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when
Continue with EYFS CPD	Music Lead/ Teachers	1	Book onto any Early Years training	LSMS	£	Throughout the year
Continue to develop Music	Music Lead/ SLT/	3	LM support	IDEA - Leicestershire Music leicestershiremusicclub.org		Throughout the year

teaching with diversity and culture	Teachers			rg) The National College		
CPD so far from the academic year 2024/2025: <ul style="list-style-type: none"> • Music Technology with Tim Clay • EYFS and Music with LSMS • EYFS a practical approach with Katie Neilson • How to play and teach the ukulele with JAM • Music Conference (teaching djembe, SEND training and gospel singing) • How to improve your choir with Nicki Atkins • EYFS and Music with Wai Sum 						

Evaluation and progress tracking

We will know that this plan is working if Music begins to have a bigger presence around the school.

Progress updates

	Autumn 1 Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Action 1 Continue to create more singing opportunities with the choir</p>					
<p>Action 2 Have multiple opportunities to perform to an audience</p> <p>Action 3 Plan singing assemblies that start with a range of songs from different places/cultures</p> <p>Action 4</p>					

	<p>Autumn 1 Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
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<p>Encourage more children to play an instrument beyond the classroom.</p> <p>Direct parents to the fee remissions via LM</p>					
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Year-end report to Governors (this will be updated in Summer Term 2)

Capture any unanticipated outcomes here and celebrate your pupils' and colleagues' musical achievements, particularly anything that is not reflected in the regular updates above. If there are objectives that have not been fully achieved, note the reasons and whether they will be pulled forward into next year's plan.

