

School Music Development Plan

Battling Brook Primary School 2026/27

Date created: August 2026

Review: January 2027

Lead for this plan: Sarah Woodcock

Links:

[The Power of Music to Change Lives](https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The_Power_of_Music_to_Change_Lives.pdf) – the National Plan for Music Education in England 2022–2030

https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The_Power_of_Music_to_Change_Lives.pdf

What is happening now? 2025/2026	Development plan 2026/2027	links
<u>Schemes</u> This year, I intend to use a tuned musical instrument from Pre-school up to Year 6. EYFS – Katie Neilson/Bopra – Inside Music Early Years Reception – Charanga and introducing instruments (from Katie Neilson's scheme) 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 National Curriculum coverage (highlighted sentences have more focus this year): KS1: ● 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	<u>Schemes</u> This year again, I intend to use a tuned musical instrument from Pre-school up to Year 6. ● EYFS – Katie Neilson/Bopra – Inside Music Early Years Reception – Charanga and introducing instruments (from Katie Neilson's scheme) ● Year 1 - Charanga and the new Creative Curriculum by Charanga ● Year 2 – Charanga and Leicestershire Recorder scheme ● Year 3 – Charanga/New Creative scheme and Leicestershire Recorder scheme ● Year 4 – Ukulele Rocks and Junior Academy of Music ● Year 5 – Charanga and Recorders from the Charanga scheme ● Year 6 – Charanga, Music technology using Garageband and Thumbjam, and Recorders	https://leicestershiremusichub.org/ks2-recorder-sow1 Inside Music Early Years - 0 - 5 Revised lmsmusicsupplies.co.uk https://charanga.com/site/log-in/ <u>Recorder From The Beginning: Pupil's Book 1 Musicroom.com</u>

combine sounds using the inter-related dimensions of music	from the Beginning Book 1/2 continued National Curriculum coverage (highlighted sentences have more focus this year): KS1: • 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	
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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. How much curriculum time is given to Music? 35/45 minutes per class, plus a weekly 15 minute singing assembly.	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. How much curriculum time is given to Music? 35/45 minutes per class, plus a weekly 15 minute singing assembly. Who teaches it? Mrs. Woodcock (Music Coordinator) will deliver most of the Music lessons, bar two classes across the school. Digital resources – Chrome Music Lab	
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Who teaches it? Mrs. Woodcock (Music Coordinator) will deliver most of the Music lessons, bar two classes across the school. Digital resources – Garageband and Thumbjam Physical resources including instruments: - Percussion (wide range from different cultures) - Cleves - Recorders - Glockenspiels - Piano - Ukuleles - Guitars 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.	Physical resources including instruments: - Percussion (wide range from different cultures) - Cleves - Recorders Glockenspiels - some of these need replacing this year - Piano - Ukuleles - Guitars 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 T- diagram will be used to highlight WTS or GD children. These will have National Curriculum objectives at the top to refer to.	
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Singing

2025/2026	2026/2027	links
How often children sing in lessons: once per week using Charanga lessons 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. What standards are achieved? National Curriculum links: 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 Singing projects: • Winter and Summer school concert • DeMontfort Hall Singtastic • Hollycroft Park Local schools concert	How often will children sing in lessons: once per week using Charanga lessons How often will 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. What standards will be achieved? National Curriculum links: 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 Singing projects: • Winter and Summer school concert • Young Voices • A local schools' concert	https://charanga.com/site/login/ https://leicester-shiremusicshub.org/active-listening-unit-2-voice

Instruments in curriculum time (including Music Tech)

2025/2026	2026/2027	links
- How often children play instruments in lessons? Most lessons. - What instruments are available for classroom use? Glockenspiels, recorders, percussion, ukuleles, steel pans, Cleves - What standards are achieved and how measured? Children understand staff notation and other musical notations - chd play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (every	How often will children play instruments in lessons? - Most lessons What instruments are available? - EYFS - a range of tuned/untuned percussion - Year 1 - glockenspiels and small percussion - Year 2 - glockenspiels, small percussion and recorders - Year 3 - glockenspiels, small percussion and recorders - Year 4 - Ukuleles - Year 5 - glockenspiels, small percussion, recorders and djembe drums - Year 6 - glockenspiels, small percussion, recorders, iPads and djembe drums What standards will be achieved and measured? - National Curriculum standards (all of the objectives that involve the use of instruments, composing and performing)	LM Instrumental hire links LM Music Tech offer https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study/national-curriculum-in-england-music-programmes-of-study#key-

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) • play and perform in solo and ensemble		<u>stage-2</u>
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Extra curricular

2025/2026	2026/2027	links
Who leads activity and how that is funded: Mrs. Wells – piano teacher (parent/carer payment. Payment varies depending on length of lesson) JAM Music – Drum and guitar lessons ensemble and individual (paid by parents/carers. Price depends of number of children and length of lesson) Ms. Pattinson – Ukulele/violin lessons and ensembles (paid by parents/carers. Price depends of number of	Who will lead the activity and how that is funded: Mrs. Wells – piano teacher (parent/carer payment. Payment varies depending on length of lesson) JAM Music – Drum and guitar lessons ensemble and individual (paid by parents/carers. Price depends of number of children and length of lesson) Ms. Pattinson – Ukulele/violin lessons and ensembles (paid by parents/carers. Price depends of number of	<u>https://leicester-shiremusichub.org/instrumental-and-vocal-</u>

children and length of lesson) Mrs. Woodcock - KS1 and KS2 choir - free after school 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 school today? Weekly singing assemblies for KS1 and 2. Singing in lessons. Choir How are they accompanied? Backing tracks YouTube Songs rewritten by Nicky from LSMS	children and length of lesson) Mrs. Woodcock - KS1 and KS2 choir - free after school 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 will happen in school? Weekly singing assemblies for KS1 and 2. Singing in lessons. Choir How will they be accompanied? Backing tracks YouTube Songs rewritten by Nicky from LSMS Songs written by Young Voices	tuition-parents https://yvmusicroom.com/teacher/school
Ensembles List ensembles provided and who leads them: • Ukulele - Mrs. Woodcock for yr4 and Miss Pattinson • Recorder - Mrs. Woodcock • Guitar - JAM	Ensembles List ensembles provided and who will lead them: • Ukulele - Mrs. Rhodes for yr4 and Miss Pattinson • Recorder - Mrs. Woodcock • Guitar - JAM • Drums - JAM	

• Drums - JAM • Djembe drums - Mrs. Woodcock • Steel pans - LSMS When and where do they take place? In classrooms and the Music room throughout the school day. How many children are encouraged to participate? • Ukulele - all of Yr4 and then any Yr5 or 6 child who wants to carry on with lessons • Recorder - all Yr2, 3, 5 and 6 • Guitar - any KS2 child who wants lessons • Drums - any KS2 child who wants lessons • Djembe drums - all of Yr5 • Steel pans - all of Yr6 How are they assessed and developed? All peripatetic teachers follow the national guidelines and encourage children to do their grades when ready. I follow the National Curriculum and continually do AFL based on the objectives.	• Djembe drums - LSMS • Steel pans - no longer an option from LSMS When and where will they take place? In classrooms and the Music room throughout the school day. How many children will be encouraged to participate? • Ukulele - all of Yr4 and then any Yr5/6 child who wants to carry on with lessons • Recorder - all Yr2, 3, 5 and 6 • Guitar - any KS2 child who wants lessons • Drums - any KS2 child who wants lessons • Djembe drums - all of Yr5 and Yr6 How will they be assessed and developed? All peripatetic teachers follow the national guidelines and encourage children to do their grades when ready. I follow the National Curriculum and continually do AFL based on the objectives.	
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Partnerships

Previous Year 2025/2026	Development plan 2026/2027	links
Schools Participation in local networks: Primary TELA meetings Schools / community groups you work with: Local primary schools and the local high school (Redmoor)	Schools: Participation in local networks: Primary music Gateway conferences Schools / community groups you work with: Local primary schools and the local high school (Redmoor)	https://gatewayalliance.co.uk/
Leicestershire Music (LM) Relationship you have with LM: • Attended lots of courses held by LM • We use their their schemes of work such as the KS1 recorder scheme • We hired the steel pans • We hired the djembe drums Cultural partners for Music Partners you work with: None	Leicestershire Music (LM) Relationship you have with LM: • I hope to continue to attend courses held by LM • We use their their schemes of work such as the KS1 recorder scheme • We will hire the djembe drums and have a teacher once a week to teach Year 6 Cultural partners for Music Partners you would like to work with: Music Mark and The Spark Arts for children	https://leicestershiremusichub.org/teacher-support

Live Music

2025/2026	2026/2027	links
• How often do children hear live music performed? Once per year • Who provides this? JAM Music • Where and how is this achieved? JAM attend an assembly and showcase their music • Where and how is this achieved? In the school hall. • How is it funded? Free	• How often would you like children to hear live music performed? Twice per year • Who could provide this? JAM Music and LSMS, the theatre company • Where and how is this achieved? They can attend an assembly and showcase their music. The children also have the opportunity to watch a theatre production with lots of singing. • Where and how is this achieved? In the school hall. • How is it funded? Free from JAM. The school could use some of the Music budget/a small donation from the PTFA. The parents pay a small amount to watch the theatre performance.	https://leicester-shiremusicshub.org/news

Accommodation and resources

2025/2026	2026/2027	links
- Where Music is taught? Mostly in the Music room. - Some lessons are taught in the classroom. - Where do choirs/ensembles take place? Classrooms - Where instrumental/vocal tuitions happen? Classrooms/ breakout areas	- Where Music is taught? Mostly in the Music room. Some lessons are taught in the classroom. - Where do choirs/ensembles take place? Classrooms - Where instrumental/vocal tuitions happen? Classrooms/ breakout areas	
- 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 and steel pans - Books, references, printed music, subscriptions: Charanga scheme, Out of the Ark singing resources, LSMS Recorder	- 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 - Books, references, printed music, subscriptions: Charanga scheme, Out of the Ark singing resources, LSMS Recorder	https://leicestershiremusic.org/hire-instrument

scheme KS1, Bopra for EYFS and Katie Neilson for EYFS 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	scheme KS1, Red Hot Recorder, Bopra, EYFS Katie Neilson 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)

2025/2026	2026/2027	links
- How is the curriculum made accessible for all learners, including those with SEND? lessons by outcome and ability. - How does the music studied take account of the sensibilities of all sections of the school community? Charanga scheme studies a range of singers and composers - Are songs sung in languages spoken by families in the school community? not presently - Is tuition is offered in non-Western instruments and genres, which reflect	- How is the curriculum made accessible for all learners, including those with SEND? Lessons are taught by outcome and ability. All children can participate to their ability. I adapt lessons so that all can access it. For example, when composing, some children will be able to write using notation whereas others copy the letters of the notes. - How does the music studied take account of the sensibilities of all sections of the school community? Charanga scheme studies a range of singers and composers. I also use songs to target different aspects of our school	https://leicester-shiremusichub.org/send-schools

the heritage and traditions of pupils at the school? not presently - How are learners exposed to music from cultures other than their own and/or not presented in school? Charanga scheme studies a range of singers and composers, and singing assemblies are tailored to look at a range of cultures - Do 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 are the needs of children with SEND assessed to enable them to participate in music-making? Ongoing formative assessments and adjustments. Use LM support to aid adaptive, SEND teaching. - Is there any support to provide help for parents with the cost-of-living crisis? I refer parents/Carers to the LM fee remissions website to make them aware of support.	ethos of equality, active learning, community and health and happiness - Are songs sung in languages spoken by families in the school community? Children listen to songs that are sung in different languages but not sung by the children. - Is tuition is offered in non-Western instruments and genres, which reflect the heritage and traditions of pupils at the school? not presently - How are learners exposed to music from cultures other than their own and/or not presented in school? Charanga and Mike Simpson's djembe scheme studies a range of singers and composers, and singing assemblies are tailored to look at a range of cultures. - Do 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 are the needs of children with SEND	
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	assessed to enable them to participate in music-making? I use ongoing formative assessments and adjustments. For example, some children may need to sit on chairs to support them. I also use LM support to aid adaptive, SEND teaching. Is there any support to provide help for parents with the cost-of-living crisis? I refer parents/Carers to the LM fee remissions website to make them aware of support.	
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Progression

2025/2026	2026/2027	links
- How pupils are encouraged to learn music beyond the classroom? Emails are sent home, advertising Music lessons (guitar, drums, ukulele) - How does the school understand and respond to their musical interests? None - How do pupils and their families understand and support pupils' musical ambitions? None - How pupils are encouraged to learn music beyond the classroom? Emails are sent home,	- How pupils are encouraged to learn music beyond the classroom? Emails are sent home, advertising Music lessons (guitar, drums, ukulele). We have assemblies showcasing instruments to inspire children. - How does the school understand and respond to their musical interests? Children and parents are encouraged to pursue an instrument of interest. Children have the opportunity to play/sing on stage.	https://leicester.shiremusichub.org/instrumental-and-vocal-tuition-parents

advertising Music lessons (guitar, drums, ukulele, violin, piano, recorders, choir) • How does the school understand and respond to their musical interests? S. Woodcock will teach across the school • How do 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 are encouraged to take grades in their chosen instruments. • How does the school respond to the needs and ambitions of pupils identified as more able in Music? S. Woodcock can encourage children to play an instrument outside of the classroom. • How does the school support 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, which 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 are gaps in teachers' and other staff's knowledge identified to better help them support pupils' musical ambitions? Staff meetings need to inform the teachers of the	• How do pupils and their families understand and support pupils' musical ambitions? Parents can be supported to sing/play any instrument in school and LM can help to support financially if needed. • 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 does the school understand and respond to their musical interests? Children can choose to have lessons, explore instruments in class and perform and/or take grades. The yearly Talent Show also encourages those with an interest to practise and explore instruments/singing. • How do 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 are encouraged to take grades in their chosen instruments. The Music Progression document is also on the school's website for parents to view. • How does the school respond to the needs and ambitions of pupils identified as more able in Music? S. Woodcock can support children to	
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resources for identifying musical ambition and talent. • How does the school track 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. • How is this strategy monitored and by whom? Music is taught by S. Woodcock across the school, which will give the ability to see clear progression between year groups. • 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.	sing/play an instrument outside of the classroom and progress their talents in the classroom when composing and performing. • How does the school support the needs of pupils who benefit from music e.g. socially and emotionally? Children being part of the choir can aid children's emotional well-being and create a sense of belonging, which boosts their confidence. Children who play an instrument also benefit from 1-2-1 attention and also have the opportunity to perform. Some SEND children benefit from making music as it can calm their behaviour. • How are gaps in teachers' and other staff's knowledge 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 does the school track 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. • How is this strategy monitored and by whom?	
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	Music is taught by S. Woodcock across the school, which gives the ability to see clear progression between year groups. • How and when this strategy will be reviewed and by whom (will this include SLT and/or Governors?): This is updated yearly with S. Woodcock, SLT and the governors.	
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Objectives 2026/2027

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. Update the range and quality of instruments used in the classroom
2. Use more resources that show diversity and culture, and find songs that can be sung in different languages
3. Continue to compose within lessons using the inter-related dimensions of music (rhythm, pitch, tempo, dynamics and timbre)
4. Continue to encourage more children to play an instrument beyond the classroom, some that are not western instruments

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 object ive	who	resources or cost	source	music hub support sought	compl eted by
1	Replace damaged instruments and add more percussion instruments.	1	Music Lead	??	ESPO Amazon	n/a	Spring term 2027
2	Use songs in singing assemblies that show diversity and culture. Find a song to sing in a different language.	2	Music Lead	Free	YouTube LSMS support	n/a	Spring 2027

3	Continue to use staves to compose on. Use crotchets for KS1 then progress to quavers, semiquavers and rests in KS2. Encourage children to use the interrelated dimensions.	3	Music Lead	Free	n/a	None	Summer 2027
4	Continue to send out emails to parents/carers to support children's ambitions to play an instrument. Encourage children to take djembe lessons with LM after their lessons in Y6.	4	Music Lead	LSMS, peripatetic teachers	Peripatetic Teachers, LSMS	Beth Carr - LSMS	Summer 2027

1 CPD Plan

requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when
Choir/singing CPD	Music Lead	1	Book onto any singing/choir CPD	LSMS / Gateway	£	Throughout the year
Continue to develop Music	Music Lead/ SLT/	2	LM support	IDEA - Leicestershire Music (leicestershiremusicclub.o		Throughout the year

Evaluation and progress tracking

Progress updates:

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
1. Update the range and quality of instruments used in the						

classroom						
2. Use more resources that show diversity and culture, and find songs that can be sung in different languages						
3. Continue to compose within lessons using the inter-related dimensions of music (rhythm, pitch, tempo, dynamics and timbre)						
4. Continue to encourage more children to play an instrument beyond the classroom, some that are not western instruments						

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.