

# Music Development Plan Summary: Newcroft Primary Academy



## Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Daniel Preece
Name of local music hub	Leicestershire Music Hub

*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

The school has previously achieved the Gold Music Mark and achieved this in 2023.

### Intent

At Newcroft Primary Academy, we use the Leicestershire Music Service Scheme which is based on the Model Music Curriculum non statutory guidance.

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.

Our music curriculum inspires and provides opportunities for children to sing, play, compose and evaluate across a wide variety of historical periods, styles, traditions and musical genres, including learning about the inter-related dimensions of music. Our music curriculum encourages creativity, is ambitious and inclusive, developing pupils' character through participating in whole school singing, ensemble playing, experimenting with the composing process and, through the love of listening to peers performing. We aim for every pupil to be proud of their musical achievements, their progress and in bringing our school community together through music.

## **Implementation**

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted Leicestershire Music Service Curriculum, to ensure that children receive quality music lessons throughout the year. We cover one unit per half-term. Music is taught as a discrete lesson usually lasting 1 hour. Our lessons are taught in a combination of weekly sessions and/or focus days at teachers' discretion.

Each unit of work across an academic year is set out in the following way. Concepts and ideas are interwoven and built upon year on year in a clear sequence to aid pupils in knowing more and remembering more:

- Pulse
- Voice
- Rhythm
- Pitch
- Technology -form and structure
- 20<sup>th</sup> Century music

The following concepts are interwoven throughout the curriculum:

- Listening
- Composing
- Performing
- Appraising

The music curriculum aligns closely with the principles outlined in the National Curriculum, particularly emphasising performing, listening, reviewing, and evaluating music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians. This structured approach underpins our music curriculum, providing pupils with a systematic framework to develop their creativity through composition, fostering critical engagement with music, building upon prior knowledge, and allowing them to develop their vocabulary acquisition.

Our curriculum provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play

classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

### **Music in EYFS (Pre School and Reception)**

We teach music in EYFS 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. 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 against clear curriculum end points.

### **Model Music Curriculum**

As part of our commitment to providing a high-quality music curriculum and experiences for pupils, in line with the non-statutory guidance of the Model Music Curriculum, we teach 1 term of whole class music tuition in Years 3 and 4. The Year 3 pupils will be working on a whole class voice opera project called 'Finish This' during 2024-25. Year 3 learn the Ocarina, progressing to the Ukulele in Year 4.

### **Planning**

Our medium-term plan shows which of the units cover each of the National Curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals for both prime and specific areas in EYFS. The medium-term plans also detail the progression of substantive and disciplinary knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, Key Stage 1 and Key Stage 2.

### **Supporting Pupils with SEND or who require adaptations:**

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Inclusive practice should enable all children to achieve their best possible standard regardless of their ability and irrespective of any additional needs.

All pupils should be able to feel able to participate, contribute and achieve. Alongside quality first teaching, we use a range of approaches to support in the four areas of SEND. These adaptations will meet the needs of most children with some individuals needing further support.

**Strategies we may use to implement for children who struggle with attention:**

- ➔ Layout of the learning environment to engage learners and maximise access to resources.
- ➔ Pre-expose learners to content of lessons
- ➔ Give learners a particular role in the lesson
- ➔ Arrange movement breaks, and short time out breaks

**Strategies we may use to implement for children who have sensory issues:**

- ➔ Consider size of the group, some may benefit from smaller groups or individual work
- ➔ Ear defenders can enable learners to gain more confidence
- ➔ Create opportunities for experiences with contact with physical instruments and sound sources.
- ➔ Consider the lighting in the learning environment

**Strategies we may use to implement for children who have literacy difficulties:**

- ➔ Provide visual aids
- ➔ Strategies such as model, demonstrating and imitating
- ➔ Use non-verbal communication

**Strategies we may use to implement for children who struggle to retain vocabulary**

- ➔ Recap key vocabulary
- ➔ Provide visual word banks
- ➔ Drip-feed key vocabulary throughout the school day

**Strategies we may use to implement for children who need additional time- difficulty with conceptual understanding:**

- ➔ Breakdown content into small steps
- ➔ Create small group opportunities with closer adult intervention
- ➔ Maximise opportunities to model, demonstrate and demonstrate to encourage active participation through scaffolding.

**Assessment**

On-going assessment for learning practices within class and group sessions including: references being made to WALs and success criteria, self and peer assessments, outcomes and progress. The final performance of each unit is filmed to support teachers in making high quality assessments. Children who are gifted and talented may be recommended for peripatetic and/or signposted to external musical programmes.

Assessments are used by teachers to evaluate learning and inform teaching and by teachers and senior leaders. Teachers make a best fit judgment against curriculum end points for Key Stage 1 and 2, halfway through the year and at the end of the academic year in music. The

final assessment made is recorded on pupil's end of year reports. Pupils in the EYFS (Pre School and Reception) are assessed in the same way against Development Matters and the Early Years Foundation Stage Profile for Reception pupils in the Expressive Arts specific area.

## Part B: Extra-curricular Music: Tuition, Ensembles and Enrichment

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.

### Tuition

We are proud to offer extensive opportunities for pupils to access peripatetic tuition and clubs. In 2025-26 we will be offering the following peripatetic lessons throughout the school day:

- Singing 1:1 tuition and small group
- Guitar 1:1 tuition and small group
- Piano tuition
- Performing Arts Club after school

For pupils in receipt of Pupil Premium, we offer discounts through the Pupil Premium Grant and/ or fully paid tuition dependant on the needs and barriers to learning for the individual the pupil. All pupils in receipt of the premium have the opportunity to access, if they wish, small group free of charge 'taster' peripatetic lessons with a trained specialist teacher to try about a range of instruments. The aim of these sessions is to inspire and expose pupils from disadvantaged backgrounds who will then take up small group or 1:1 tuition. The school tracks and monitors who accesses all peripatetic tuition to improve access to all pupils.

### Ensembles

Pupils across school can attend lunchtime and after school choir club. Pupils sing as an ensemble in assemblies and concerts, both inside and outside of school. This is free of charge.

Pupils in KS2 can play the recorder and the ocarina in lunchtime clubs. Pupils play as an ensemble in music concerts throughout the year, both inside and outside of school. This is free of charge.

Pupils in Year 5 and 6 have the opportunity to be part of a specialist choir, working towards performing at Young Voices in January 2026. Pupils learn a range of songs as a large-scale ensemble and then perform this with other schools in a mass concert. This is a cost as this is an out of school activity. Pupils do not pay to attend the practice sessions. Those in receipt of Pupil Premium will receive their usual discount.

The following experiences are enabled for pupils to perform individually and in in ensembles across the academic year:

- Class assemblies once a year for each class
- Whole school assemblies
- Music 'coffee mornings'
- Peripatetic showcase assemblies throughout the academic year
- Care home visits for choir
- Annual whole school Christmas music concert
- Reception Nativity
- Year 1 Christmas Carol Concert at St. Botolph's Church
- Year 2 Christmas Production
- Year 6 Leavers Production
- Winter and Summer school fete and choir performance

The school works in partnership with Laura Wydell Singing Stars, who provide voice peripatetic lessons. Pupils are given opportunities to take part in showcase performances of what they have learnt in peripatetic lesson, outside of school.

The school has a well-resourced music room for individuals, smaller and larger scale ensembles to practice in. Other suitable spaces are made available across the school for tuition and practice.

## 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.

In addition to planned curriculum time for music, children also have additional musical experiences, which occur during the school year and contribute to the overall planning and time allocation for music.

On a weekly basis, all pupils take part in a 30 mins singing assembly, using themed materials to cover a range of musical genres to enhance the children's musical repertoire. These songs are performed as a whole school at other assemblies throughout the year.

Across all key stages, children have a range of opportunities to experience live musical theatre performances:

- At Christmas, Chaplains Theatre Company provide the school with an annual pantomime.
- An annual visit from a rock band from Leicestershire Music Service.
- Pupils in Year 3 will have an opportunity to see opera performed as part of the 'Finish This' project.
- Pupils in Year 5 and 6 will have an opportunity to attend a large-scale performance at Young Voices 2025 (Pupil Premium reduction applies)

Children also have a range of opportunities to watch each other perform live through class assemblies and whole school performances.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music making, through support at events and through home learning.

## In the future

- Continue to provide opportunities and funding for pupils from disadvantaged backgrounds to take part in tuition and music activities (develop small group 'taster' workshops across a wider variety of instruments.)
- Continue to engage Leicestershire Music Service in providing specialist music CPD linked to curriculum delivery, as required.
- Increase performance opportunities across school- ocarina and ukeleles to be performed to parents in class assemblies.
- All peripatetic teachers to engage their pupils in at least 1 whole school performance assembly a year.
- To widen the range of peripatetic opportunities throughout the school through Leicestershire Music Service, such as drumming lessons and brass lessons.
- To enhance the opportunities within the school day for children to learn and develop skill using a musical instrument through our extra curricular club offer, include ocarina/recorders.

## Further information (optional)

**Collaboration** - The school is part of Symphony Learning Trust. The Music Subject Leader participates in termly Subject Development Group meetings.

**CPD** - We value the importance of quality first teaching and recognise the need for teachers to have a strong subject knowledge in music. Ongoing CPD is provided to teachers in the form of teacher videos for each music unit throughout the scheme. Teachers of classes who receive whole class instrumental tuition will take part in the music lessons and develop their subject knowledge through learning a musical instrument alongside the class. Staff are able to access training via National College Online and Leicestershire Music Hub.