



Music development plan summary: Old Mill Primary Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	17.04.26
Date this summary will be reviewed	01.08.27
Name of the school music lead	Chloë Dexter
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Leicestershire Music Hub
Name of other music education organisation(s) (if partnership in place)	Rock Steady, Fiona (Strings teacher)

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 – At Old Mill, we use the Leicestershire Music Hub across the school.

The Leicestershire Music (LM) Primary Scheme is a whole school music scheme that can be used by non-specialist primary teachers to teach the subject content of the National Curriculum and the expectations of the Model Music Curriculum (MMC). This is achieved through a progressive approach that builds on substantive and disciplinary knowledge being taught through the 6 units of work. Our 6 units of work are organised so that we are teaching in a spiral curriculum model. Spiralling is rooted in brain-based and cognitive science. A spiralling curriculum encourages reinforcement of previously-learned concepts, which promotes the retention of skills in later grades. Students can continuously be looking back at concepts.

This 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.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

In Key Stage 1 (KS1) we teach our children to play the recorders. LM has created a fully planned and video-led KS1 Recorder Schemes of Work in which students will be introduced to numerous key beginner recorder techniques, as well as how to play their first notes and read and perform several short recorder pieces. This low-anxiety teaching style does not require prior instrument or teaching expertise. Classroom teachers act as facilitators of learning and learn to play with their students, thanks to the robustly prepared instructional resources. Throughout both Key Stages We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

1 Leicestershire Music Hub has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose music.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Intent - what will we teach and why?

Be enthusiastic about music!

Music is a universally understood language that fosters creative thinking. Our music education is fun while also instilling a passion for music in our students. Children will become talented musicians, boosting their self-esteem, creativity, and sense of accomplishment. As students' progress, they will be able to confidently listen to and speak about a piece of music, allowing them to become creators of their own works.

Implementation - how do we teach to achieve excellence?

Music lessons are taught in accordance with the Leicestershire Music Hub Scheme of Work, which begins in the Foundation Stage and continues until Year 6.

The system is founded on the values and principles of the National Curriculum for Music and is intended to inspire all children, regardless of background, to be creative, self-confident, and self-disciplined, as well as to develop a strong love of music.

The Leicestershire Music Hub scheme of work consists of six units that cover all genres and techniques of music; the units are progressive, and as students continue through the school, they will build on their existing knowledge and musical talents, ensuring that they become confident and skilled musicians.

The students learn to analyse their own musical knowledge and personalities, which helps them grow and strengthen their character muscles in music lessons.

Impact - how are our pupils successful?

All students and staff at Old Mill Primary School enjoy music. As soon as the child enters school, a love of music is ingrained in them and making music in any form is encouraged throughout the school, both inside and outside.

From the Foundation level to KS2, students are encouraged to appreciate singing and take part in frequent singing assemblies that expand their repertoire of songs.

Pupils learn to be creative and confident in making music, as well as to have a critical ear when listening to different pieces of music, through the teaching of music; they become competent in musical notation as well as composition, and they are encouraged to perform their compositions in front of their peers, which develops their confidence and musical ability.

The impact of music education is measured and developed throughout the school by assessing how students perform in each of the six units against the learning strands pertinent to the unit.

Lesson Delivery – Within each music session there will be the following elements:

1. A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work;
2. A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

The Leicestershire Music Hub spiral curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

Music in EYFS - We teach music in Foundation Stage 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 (2014). 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 in line with the School's Assessment Policy.

Singing Assembly - At Old Mill Primary School, singing assemblies are an important part of our school life and culture. They provide a regular opportunity for our whole school community to come together in one voice. Singing as a group fosters belonging, teamwork, and shared identity, helping our children to feel connected across year groups and proud to be part of Old Mill.

These assemblies also play a vital role in supporting wellbeing. Singing is proven to release endorphins, reduce stress, and encourage positivity. For our pupils, singing assemblies provide a joyful and uplifting moment in the week, allowing them to express themselves freely and start the day with energy and enthusiasm.

Musically, the assemblies also contribute to our wider curriculum aims. They allow children to develop core skills such as rhythm, pitch, and confidence in performance, while experiencing music from a variety of genres and traditions. This enriches their cultural awareness and supports the high value we place on creativity and expression at Old Mill.

Importantly, our singing assemblies are also a vehicle for reinforcing the school's values. The songs we choose are carefully selected to link with themes such as kindness, resilience, and respect, which are at the heart of life at Old Mill. By singing these messages together, children are given a meaningful and memorable way of reflecting on what it means to live out our school values every day. Singing is also fully inclusive: every child has a voice, and everyone can join in regardless of ability. This makes the assemblies a powerful leveller, where all pupils can feel success and pride.

We also recognise there are challenges to overcome. Assemblies take time within a busy timetable, so they must be well planned and purposeful. Not all children naturally enjoy singing, so we work hard to keep our song choices engaging and relevant to pupils. Staff confidence in leading singing is another factor: as a non-specialist subject for many, the quality of delivery can vary, so consistency and support are key. Finally, behaviour expectations must remain high. With large groups together, singing assemblies rely on clear routines and our behaviour policy to ensure the atmosphere remains calm, respectful, and focused.

Planning - The medium term plans detail the progression of skills and 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. Individual lesson plans include guidance on differentiation to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

Adaptation - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by mixed ability in the room
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

SEND - We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. The last lesson in each unit is filmed to ensure teachers can assess the children's progress. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report. Formative assessments are recorded on our data assessment tool, OTrack.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Resources - We have a range of percussion instruments. There is a central store of:

- large percussion instruments
- selections of instruments from other cultures
- xylophones & glockenspiels
- keyboards & two pianos
- Music Express scheme books
- Songbooks and Christmas Production packs
- CDs

- music stands
- recorders
- drums
- Guitars
- Sing Up resources
- iPads

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as instruments and for composition.

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.

Rock Steady provides a weekly lesson to children who have signed up for their tuition. With one free place provided for Pupil Premium children.

Fiona offers extracurricular strings tuition and one of the teachers offers free guitar lessons as a small group.

Old Mill has a choir who perform at various events such as local churches, Young Voices and parent events.

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, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Across all key stages, children have a range of opportunities to experience live musical theatre performances, such as Christmas plays and nativities, year group performances and the Christmas Pantomime.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE.

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 addition, the choir holds a Christmas performance at the Sutton Elms Care Home and attends Young Voices biannually. We have termly choir, strings and guitar assemblies and a choir performance at the Christmas fare and Summer Fare

In the future

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

Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.

CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery. Ensure teachers are confident in teaching the recorders.

Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend: Spring Music Showcase Concert – for visiting music teachers' students, choir and music ensemble; class music assemblies for parents showcasing music curriculum music; Nativities and class/key stage productions.

School orchestra/ ensemble – build uptake of instruments to work towards a school orchestra. Attempt a music ensemble paid for by children to be run by a visiting music teacher.

Continue with the new singing assemblies and update to include key events for the school year.

Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary school for transition.

Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. PTA; local charities; fundraising in school from performances etc.)

Sell surplus musical equipment to generate funds that support the music curriculum.

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.