

Music Development Plan for Highfield CE Primary School

Detail	Information
Academic year this summary covers	2026/2027
Date this summary was published	September 26
Date this summary will be reviewed	September 27
Name of the music lead	Daisy Hill
Name of headteacher	Rosie Walford
Name of local music hub	Southampton 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 enrichment – and what changes we are planning in the future. This information is to help show pupils and all stakeholders what our school offers and who we work with to support our pupils' music education. It also outlines the leadership and advocacy of music at the school.

CURRICULUM	
<i>Where we are now</i>	<i>What we will do next</i>
High Quality Weekly Music Lessons	
Planning is based on procedural, declarative and tacit knowledge with a two-year cycle Long Term Plan with small, incremental steps in learning taken from the Progression Ladder. Music is inclusive for all learners. Music is taught consistently for every year group every week across the year and is within every timetable for a minimum of 40 minutes a week. All the music is planned by the music lead based on units from Kapow, BBC Ten Pieces and other sources. In Early Years, music is delivered through holistic practice as an integral part of early development and that musical development matters. Music is planned for across the four musical areas: Hearing & Listening, Vocalising & Singing, Moving & Dancing, Exploring & Playing. Invitations to engage with sound are planned for every day and singing is integrated throughout the day. KS1 music turns musical play into playing musically. Pupils in KS1 have been taught by the music lead this year ensuring high quality consistent teaching across the phase. Lessons are filmed at the start and end of units for monitoring purposes. All lessons include some singing, some music making and some listening. KS2 music continues to build learning in small, incremental steps. Pupils develop their playing with increasing accuracy, fluency, control and expression. Listening develops aural memory and children develop an understanding of the history of music by using the learning timeline to place and sequence pieces, spotting links between them and seeing the history of music develop. Pupils in lower KS2 have music lessons provided by Southampton Music Services (SMS) as part of PPA provision. See below for more information. Pupils in upper KS2 have been taught by either a teacher or TA with music experience. Learning in Y5/6 includes units using own instruments eg Blues, Jazz. Music tech is taught across both phases. Chrome music lab and Garage Band are two of the websites/Apps used. Where appropriate, different jobs in the music industry are signposted throughout both Key Stages eg being in an orchestra/band or working in the recording industry using tech.	Continue to develop planning to suit the needs of pupils. Use pupil voice to develop planning. Continue to support YR to timetable a focused taught music session each week. Increase use of recordings for reflection and assessment. In KS1, trial digital floorbook to show progression at the beginning and end of units. Use of recording will be accessible via QR codes for parents/ careers to see. Ensure there are opportunities built into the planning for children who play instruments to make good progression. Create a knowledge progression for music tech. Implement use across the school.

First Access	
Our first access take place in Y3 and Y4 and are both year-long projects supported by instrumental specialist teachers from Southampton Music Services. The Y3s partake in Prepare2Play (P2P) - a creative whole-class music project which helps younger pupils develop essential musical skills to prepare them for learning a musical instrument. Y4's experience SoundBites which is a whole class instrumental project which lets pupils start their musical journey with a range of musical instruments, genres and styles. Each child has lessons on two different instruments- each for half a year. This year the instruments have been ukulele and trumpet. The aim is for the children to experience learning an instrument and for them to get a feel for which 'family' they might like to continue learning eg brass, woodwind or strings. As the project progresses (covering the Y4 skills progression document) children move towards reading and playing staff notation through each terms project. Parents are invited in to attend performances throughout the year. First Access is funded by the school through SMS who provide instruments and insurance costs as part of the project.	Spend time monitoring these lessons – particularly looking at behaviour management.
Vocal Provision	
20 minute weekly separate key stage worship assemblies led by teachers. The focus is on enjoyment and preparing for the songs to be sung in church each week. All staff have access to SingUp resources. All the children sing at times of celebration and massed events eg Christmas and Easter services.	We still aim for singing to become the 'Golden Thread' across the school, even though the KS2 day is already very busy and has limited space for additional sessions. Teachers will continue to be encouraged to use SingUp to enrich lessons and embed singing within everyday classroom practice. When timetabling allows, a KS2 singing assembly led by phase leaders will help develop key singing skills and place enjoyment and confidence at the heart of singing across the juniors.
Listening Provision	
The listening curriculum is planned to expose children to a wide range of genres, historical periods, music from different places and different instrumental sounds. <u>Whole School Listening-KS2</u> Each term, there is a theme- music from around the world, music through the ages and musical genres. Each theme is then broken down into several two week focus eg baroque music, music from Jamaica, Rock'n'Roll etc. Several examples of that focus are played throughout the 2 weeks as the children enter and leave assemblies each day. The PP to accompany the music helps the children to focus and reflect about different aspects of the music they are listening to. <u>Music Lessons</u> There is almost always a listening element to each music lesson which reflects the learning objective for that week.	We are continuing to develop a clear plan for KS1 assemblies so that children experience a broad range of musical genres and styles. At the moment, we are exploring timetable options and looking for the most sustainable place for this to sit within the busy KS1 week. This remains an ongoing priority, and we will keep refining the approach as we identify better ways to build regular, high-quality musical listening into assembly time.
Performance Opportunities	
Music outcomes are often shared and performed either live to parents in concerts or class assemblies. During Celebration assemblies, children have an opportunity to share their instrumental talents with the rest of the school (whether they learn in school or outside school). In addition to this, YR take part in both a Christmas and Easter service at the church where they sing songs to parents. KS1 also perform a Christmas play with all children performing a class song. The Junior classes each learn and perform songs at both their Christmas and Easter services. At the end of the year, Y6 perform a musical which is choreographed, rehearsed and performed to a high standard with staging, lighting etc. Other musical performance opportunities include a Musical Afternoon Tea (organised by the PTA) where the children perform to parents whilst they have afternoon tea, and at the School Fayre.	Continue to look for performance opportunities. Investigate the possibility of returning to Care Homes to sing as we did pre-covid. - This is something as a Trust we are looking into during Aspire trust meeting and how we can collaborate to do this.

Each year, we hold an annual concert. This is an opportunity for the orchestra to play to parents, as well as for any groups of musicians eg a guitar group, to perform. In addition, the Y6 leavers are all given an opportunity to perform solos or duets. Southampton Music Hub provide a large number of other opportunities to perform which we regularly participate in eg Sea Shanty Singing by the City Walls and KS musicians taking part in a music performance at the Royal Albert Hall. Seeing professional musicians performing different genres has also been inspiring for children as possible career pathways. We will be taking a group of children to Young Voices again this year, continuing our commitment to providing high-quality performance opportunities. This event offers pupils an exceptional experience, singing as part of an 8,000-strong choir and performing live at the O2 Arena in London. It remains a key part of our wider music development work, giving children a memorable day that builds confidence, celebrates singing, and strengthens our whole-school musical culture.	There will be a Young Voices club led by myself and Danni Christians on Tuesday afternoons to prepare children for the performance. Across the term, we will learn the songs, actions and choreography needed for the event, ensuring pupils feel confident and performance-ready. We also plan to give children an opportunity to share what they have learned at the Spring/Summer Concert, providing a local performance platform for families who may not be able to attend the O2 Arena.
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Music Room Resources

We are very fortunate to have a dedicated music room in which to store instruments, and as a space for peripatetic music lessons to take place. We have a large number of good quality instruments (tuned and untuned) which can be wheeled to classrooms when needed. Due to the large volume of music lessons which take place every day, there needs to be a lot of storage space for instruments (including harps and 4 double bass!). There is a piano in both the music room and the hall and these are tuned regularly. There are also several keyboards and a large number of music stands. There is a large white board and other displays to support learning – clear elements board with appropriate language, skills board to identify learning for session, rhythm display with school terminology, staff notation with pitch names and graphic notation ideas.	Keep track of instruments and order replacements as needed. The music room is currently shared for additional school needs, which means space and access are more limited than ideal. We are continuing to review room availability and explore better ways to timetable music so that pupils can use the space more consistently and benefit fully from the resources it offers.
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Co-Curricular

<i>Where we are now</i>	<i>What we will do next</i>
Peripatetic Music Lessons	
Music lessons (provided by Southampton Music Services (SMS) are available at cost to any child from Y2-Y6. In the infants, only violin and keyboard lessons are offered (due to the size of the children v instruments). In KS2, many different instruments (including voice) are being learnt. The lessons are usually on a rota so that the same class lessons are not being regularly missed. All payments for lessons are dealt with directly between parents and SMS and not through the school. This year, there are about 80 children learning instruments in school, and many more outside school. We regularly host music demonstrations by SMS teachers to encourage the uptake of 'minority' instruments such as oboe and trombone. Pupil Premium children are supported as SMS offers reduced costs for learning an instrument.	Continue to promote children learning instruments from Y2-Y6.
Ensembles	

We currently have one school orchestra with approx. 30 members. They meet before school on a Tuesday and are led by John Hanchett who works for SMS. Parents pay a termly amount of £50 directly to the Music Services. We have one parent (who also works for SMS) who volunteers to support the orchestra each week. The orchestra performs 3 or 4 times a year (see enrichment below). Pupil Premium children are supported as SMS offers reduced costs for joining ensembles.	Pre-Covid, the school had both a brass band and a string ensemble, and we are now exploring the possibility of reinstating the brass band. This remains a developing area of the music plan, and we are currently reviewing external timetables and provider availability to see how this could be reintroduced in a sustainable way. As these arrangements become clearer, we will continue refining the plan to bring ensemble opportunities back into the school.
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Progression Pathways

All teaching follows a progression pathway to ensure music learning is developed appropriately. The threads of singing, playing, improvising, composing and listening are all tracked to make sure there is full coverage and to ensure firm foundations are introduced and built upon (including vocabulary). For example, musical terms are introduced in KS1 – eg timbre, tempo etc- and used throughout KS2 teaching. Instrumental learning in Y4 is inclusive for ALL pupils. Adaptations are made where needed. In school, children who play an instrument are encouraged to join the orchestra. Children and parents are also signposted to the many ensemble opportunities provided by SMS. Parents of all children are told about musical opportunities in the city (particularly those at the Turner Sims) as they occur via the weekly updates.	
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Enrichment

<i>Where we are now</i>	<i>What we will do next</i>
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Musical Experiences

As mentioned above, the children have a large opportunity to perform across both Key Stages. In addition to this, we are lucky to have good links with the Turner Sims (a world class concert hall within walking distance of the school). We regularly take children from all year groups to different events there eg YR attended the free Aurora Orchestra Early Years Concert which was an amazing experience for the children. We try to make the most of all musical opportunities which arise eg seeing the BSO in Portsmouth, performing in a massed choir at the O2. We also encourage professional musicians of all genres and backgrounds to perform in school. We have been lucky enough to have various music workshops run at school- some by SMS and some by the Turner Sims.	Keep looking out for opportunities. - Investigate this further with Aspire Trust and what we can do together.
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Partnership

<u>Southampton Music Hub</u> – we have a very strong working relationship. We take full opportunity advantage of free opportunities (including CPD) and have worked together on several projects. <u>School community & HSFF</u> We support musical events at Highfield Church and at some HSFF events eg Christmas Fayre and Afternoon Tea <u>Cantell Secondary School</u> As many of our pupils go on to this school, we have made links in the past where our pupils have attended music workshop sessions there. <u>King Edward VI School</u> We are regularly invited to take part in workshops there.	Continue with all the existing partnerships. Visit Cantell to see their Musical Production / music events.
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<u>Turner Sims Concert Hall</u> We have a good working relationship with the staff here and they are great at contacting us about musical activities we can be involved with. <u>Baby SUSO</u> We have a long running connection with this University of Southampton orchestra. Each year, they come in and run workshops with Y4, giving them the opportunity to experience many different orchestral instruments. This event culminates with their orchestra collaborating with our own orchestra in an unrehearsed concert to parents and pupils.	Potential performance opportunity at Turner Sims – School Singing Project.
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Leadership

Where we are now

What we will do next

Governors and Headteacher

We are fortunate to have an incredibly supportive head teacher who believes in the power and value of music education. Specialist music teaching by SMS (P2P and Soundbites) are included in annual budgets.

Teachers

The current music lead has taken on the role following a year of shadowing the previous lead to ensure a smooth transition. With a strong personal background in music and a passion for singing, they are committed to delivering high-quality musical opportunities across the school.

They help plan music lessons for all year groups except Years 3 & 4, ensuring progression and consistency, and oversee extracurricular activities including the orchestra and singing clubs. The lead coordinates peripatetic teachers who teach nearly 100 pupils and maintains strong communication with parents about performances and opportunities.

They attend regular CPD through Music Hub, Music Mark, and Ofsted-related events to stay current with best practice. While most class teachers do not teach music, they are supportive, value its importance, and confidently seek guidance when needed.

Develop simple, practical resources and guidance to help class teachers feel more confident integrating musical elements into their wider curriculum teaching. E.g. Knowledge Organisers etc.

Broaden pupil access to musical experiences beyond school, by building new partnerships with local music organisations, exploring performance opportunities, or increasing awareness of external lessons and events.

Pupil Voice

Most pupils **love** music. They love that they get to play a variety of instruments regularly, and they generally have lots of fun making music. Here is a snapshot after a pupil conferencing session:

Y1/2

All the children are enjoying music. They enjoy using both tuned and untuned instruments, singing and performing. Some have a good knowledge of musical terminology e.g. pitch and dynamics.

Y3/4

All the children felt they were making good progress, were proud of their work, were treated fairly, felt safe, and liked music because they found it interesting. There was a mix of some children preferring to work solo, and others preferring to work in groups.

Y5/6

Most felt they were making good progress in music and were proud of the work they produce.

All the children felt safe in their music lessons and most said they enjoy music lessons and felt the teacher made the lessons interesting.

Some enjoy working by themselves, and others prefer working in a group.

Most children knew what level they were on and could ask their teacher how to improve.

Consider tweaking the planning to fit with the children's suggestions/interests.