

Music development plan summary: St Peter's Elwick Church of England Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Amy Read
Name of school leadership team member with responsibility for music (if different)	Jade Tillson
Name of local music hub	Tees Valley Music Hub
Name of other music education organisation(s) (if partnership in place)	

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.

Our curriculum provides a high-quality musical education that is creative, collaborative, celebratory and challenging for all children. The music curriculum is a mixed-aged year group adaptation of Charanga's Model Music Curriculum scheme of work. This scheme follows the National Curriculum's expectations for year groups 1-6, for all children including those who are disadvantaged. This curriculum builds on the solid foundations provided by music learning and experiences in Early Years. The Model Music Curriculum is based around 4 pillars: singing, listening, composing and performing (instrumental performance). Each lesson allows children

the opportunity to practice singing, playing musical instruments and creating their own pieces of music in which they can perform to a live audience. Our curriculum is clearly sequenced with identified end points in performance, composition and listening work. It sets out the knowledge and skills pupils need to reach these end points, building pupils' knowledge of the technical and constructive aspects of music.

Children are encouraged to play a variety of pieces on their instrument as well as to sing along with key songs chosen to complement their learning. Within our lessons, we ensure children are exposed to a rich variety of music, including different genres and music from different eras and countries. St. Peter's Elwick's music curriculum is built on a spiral curriculum design, allowing children to continue developing their knowledge and skills throughout their six years in school.

Children are taught an hour of music each week. Our lessons are taught in classrooms, allowing for collaborative work and a live audience for performances of any kind. A peripatetic tutor provides lessons in which children build a secure understanding of notation, musical component and singing using their instruments. Teaching staff continue to build on this knowledge, ensuring children practice and consolidate their learning, developing their knowledge and skills incrementally. By the end of Year 6, pupils can play, compose, improvise and perform music with untuned percussion instruments, the glockenspiel, the recorder and the ukulele.

Please see our website <https://www.hartelwickfederation.org.uk/elwick/>

Or <https://www.hartelwickfederation.org.uk/elwick/wp-content/uploads/sites/3/2023/02/Music-Substantive-Knowledge-Strand-Progression>

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.

We seek to nurture the spiritual development of every child. Music acts as a powerful medium through which children can explore and express their own spirituality, offering *windows* into unfamiliar experiences, *mirrors* that reflect their own beliefs and emotions, and *doors* that inspire action and transformation.

Within the rhythm of the school day, children encounter a rich tapestry of musical traditions (seasonal hymns, choral harmonies, instrumental contemplative pieces, and contemporary worship songs) all of which contribute to a collective experience of awe, wonder, and reflection. These moments are embedded in whole-school worship assemblies and classroom-based worship, where music becomes a vehicle for encountering the deepening spiritual understanding, and fostering a sense of belonging and purpose.

In line with the SIAMS framework, we recognise music as a vital contributor to pupils' spiritual flourishing. It enables them to engage with questions of meaning, purpose and value, and to develop the capacity to reflect, empathise and respond with creativity and integrity.

Alongside a curriculum that encourages children to perform and create music, we also provide additional opportunities for children to further develop their passion and knowledge of music. We work closely with Tees Valley Music Service to offer additional one-to-one lessons for a variety of instruments (e.g. brass and piano). Within these lessons children can practice a variety of pieces and learn to read sheet music. These lessons are subsidised to reduce the cost to parents and instruments can be loaned.

In addition to this, we like to provide opportunities for children to take part in additional musical opportunities. Pupils are given opportunities to join a wide range of clubs. Choir club is run after school and prepares children to sing in our Trust wide 'One Voice Choir' (see Part C below).

Within the local area there are some opportunities for children to partake in music activities outside of school. These are signposted on our website. These opportunities are all subsidised by parents/carers. Children who attend these regularly share their progress and achievements with staff and pupils in school assemblies and in choir club.

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.

Our 'One Voice Choir' event allows children to not only perform on a small level but also as a whole ensemble with children from around the trust. Children perform alongside a live band and watch other children perform and play musical instruments. This venue holds 3000 people – its large scale gives pupils an opportunity to broaden their horizons and fosters a sense of belonging and pride in their school, trust and wider community. The support from the audience

reinforces their sense of achievement and overall, this experience creates lasting memories that are truly unforgettable.

Within school, we provide many other opportunities for children to develop a love and passion for music. We run a free guitar and ukulele lunch time club (these instruments rotate based on pupil voice) where children can practise their skills and learn to play a variety of songs. In addition to this, teachers identify pupils who may benefit from additional sessions, such as pupils with sensory and SEMH needs. This involves listening to live music from an experienced music teacher, playing and discussing different songs, in turn helping them understand their emotions and feelings.

Three years ago, our pupils organised an end-of-year show that now anchors our music practice annually. In partnership with their teachers in drama club (an after-school club), students co-write scripts, compose songs or adapt lyrics, and explore inventive vocal arrangements—often through rounds—before designing choreography that brings their music to life. Drama Club members alongside upper Key Stage 2 pupils take on both on-stage and backstage leadership roles, refining their skills in performance, direction, and stage management. Each summer, the school community—pupils, parents, and carers—gather to celebrate this vibrant production, giving pupils a platform to build confidence, creativity, and teamwork as they apply their composing and performing talents.

In addition to this, we also encourage children to take part in trips to gain further experiences of music in their own authentic contexts and to develop their individual spirituality. Children have been able to express themselves spiritually and broaden their understanding of music's place within culture and religion, through trips to cathedrals, local churches and mosques.

In the future

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

Composition and notation progression

Aim: To ensure all pupils develop fluency in musical notation by embedding progressive notation teaching within each composition unit, enabling pupils to read, write, and apply notation confidently by the end of Key Stage 2.

Success Criteria:

Year-by-year notation skills mapped and integrated into planning

Pupils demonstrate increasing independence in using notation to compose and perform

Staff confidence in teaching notation improves through targeted CPD

Key Stage 2 Music Ambassador Programme

Aim: To cultivate pupil leadership and peer mentoring in music by establishing a Music Ambassador programme that empowers selected KS2 pupils to lead activities, support younger learners, and contribute to the school's musical identity.

Success Criteria:

Ambassadors trained termly in leadership and musical facilitation

Ambassadors co-lead at least one music event or club per term

Pupil voice shows increased engagement and ownership of music provision

Parental Engagement & One-to-One Tuition Visibility

Aim: To strengthen parental engagement and visibility of music tuition by showcasing one-to-one opportunities on the school website and implementing a structured communication plan that includes termly updates, knowledge organisers, and event alerts.

Success Criteria:

Website includes clear, accessible information on tuition options and benefits

Parents receive consistent termly communications about music learning

Uptake of one-to-one tuition increases year-on-year