

Music development plan summary: Hart Primary School

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Jade Tillson
Name of school leadership team member with responsibility for music (if different)	
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 aims to provide 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. The 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 needed 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 instruments 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. Hart Primary'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 components 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/hart/music/>

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.

Alongside a curriculum that encourages children to perform and create music, we also provide additional opportunities for pupils to further develop their passion, confidence and musical fluency beyond lesson time.

We have introduced Rocksteady, which has quickly become an effective and popular part of our co-curricular offer. Through weekly band-based sessions, pupils are introduced to a wide range of instruments including drums, bass guitar, electric guitar, keyboard/piano and vocals. Children are beginning to form their own bands, learning how to rehearse collaboratively, keep in time with others, and perform as part of an ensemble. Rocksteady has increased pupil engagement in music, particularly for pupils who may not usually choose traditional instrumental lessons.

Each term, parents and carers are invited to watch Rocksteady performances, which have become a valued part of our school's cultural calendar. These events boost pupil confidence,

celebrate musical achievement and strengthen home–school partnerships. Pupils demonstrate growing ensemble skills, including pulse control, part-playing and stage presence.

Within the local area, further opportunities such as Tees Valley Music School are signposted on our website. These provide additional pathways for pupils who wish to deepen their musical learning outside school. We continue to work closely with Tees Valley Music Service, who offer additional one-to-one lessons for a variety of instruments (e.g. brass, percussion and wind). These lessons are subsidised to reduce cost to families, and instruments can be loaned.

Our choir club takes place as an after-school club, offering pupils a chance to explore ensemble singing and vocal technique in a structured yet inclusive setting. The choir performs regularly at school events and has proudly represented the school at community venues, including the local care home and trust-wide celebrations. These performances foster public engagement, confidence and pride.

Together, these co-curricular opportunities ensure pupils have access to a rich, varied and inclusive musical offer that complements and strengthens our curriculum music provision.

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 annual Thespian Show has become a key fixture in the school’s performing arts provision, offering pupils a rich opportunity to develop their musical, theatrical, and collaborative skills. Delivered as an after-school club throughout the academic year, the programme culminates in two evening performances held at our local secondary school theatre, attended by families and members of the wider community.

Pupils engage in a comprehensive rehearsal process that includes singing well-known musical theatre repertoire, learning choreography, and developing stagecraft. In collaboration with staff, children also explore vocal technique, ensemble singing, and musical interpretation, often integrating movement and dramatic expression to enhance performance quality.

Upper Key Stage 2 pupils are encouraged to take on leadership roles both on and off stage, contributing to direction, choreography, and backstage coordination. This fosters independence, teamwork, and a deeper understanding of the creative process. The production also provides a platform for pupils to build confidence and refine their musicality in a live performance setting.

The Thespian Show supports the school’s broader aims for music education by embedding composition, performance, and listening skills within a dynamic and inclusive framework. It remains a cornerstone of our commitment to nurturing creativity and celebrating pupil achievement through the performing arts.

Another key opportunity is participation in our Trust-wide initiative, the ‘One Voice Choir’. This event brings together pupils from across the Trust to perform as a unified ensemble, offering children the chance to sing alongside a live band and experience large-scale collaborative music-making. Pupils not only sing, perform and play instruments but also observe their peers playing musical instruments and showcasing their talents, deepening their appreciation for live performance and ensemble work.

Within school, our weekly singing assemblies provide a joyful and inclusive space for whole-school vocal practice. These sessions support musical development and community spirit and are complemented by performances at key seasonal events such as the Harvest Festival, Christingle service, and Christmas Nativity.

Our ‘Proud Assembly’ is another valued tradition, where pupils sing “What Have You Done Today to Make You Feel Proud?” by Heather Small—an uplifting anthem that reinforces themes of self-worth, achievement, and celebration.

These opportunities collectively enhance our pupils’ musical journey, embedding singing and performance into the fabric of school life and supporting our wider aims for personal development and cultural enrichment.

In the future

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

Rocksteady Co-Curricular Offer

Aim:

To strengthen Rocksteady as a high-quality co-curricular offer at Hart, broadening access to instrumental learning, increasing pupil participation beyond classroom music, and enriching the school’s cultural capital provision.

Success Criteria:

Rocksteady is firmly embedded within Hart’s enrichment programme, with clear systems identifying and supporting pupils who benefit most from band-based learning (including disadvantaged pupils and pupils with SEND).

Termly Rocksteady performances boost pupil confidence and parental engagement, contributing to the school’s wider cultural calendar.

Monitoring shows improved ensemble skills, including pulse control, part-playing, and performance confidence among participating pupils.

Teacher Modelling

Aim:

To improve the precision and consistency of teacher modelling in singing, rhythm patterns, and instrumental technique so pupils develop secure musical fluency and accurate imitation, leading to stronger musical outcomes across the school.

Success Criteria:

Targeted CPD strengthens staff subject knowledge in vocal modelling, rhythmic demonstration, and instrumental technique.

Lesson visits show consistent modelling of short musical phrases before pupil imitation, resulting in improved pitch accuracy, pulse stability, and rhythmic control.

Pupil outcomes demonstrate increased fluency and control, evidenced through formative assessment and performance opportunities.

Staff voice reflects increased confidence in correcting misconceptions and modelling high-quality musical technique.

Music Careers & Industry Pathways

Aim:

To broaden pupils' understanding of music-related careers by establishing structured partnerships with schools, colleges, music production departments, and industry professionals, giving pupils meaningful insight into creative pathways and future opportunities.

Success Criteria:

A planned programme of termly workshops, visits, or virtual sessions delivered by colleges, music producers, sound engineers, or performers.

Pupils access hands-on experiences in music production or recording environments, strengthening real-world understanding of creative industries.

Curriculum documentation explicitly references music careers, ensuring consistent exposure across KS2.

Pupil voice shows increased awareness of music pathways (performance, production, sound engineering, composition, event technology) and rising aspiration.