

# Music Development Plan Summary: Garden Village Primary Academy



## Overview

Detail	Information
Academic year that this summary covers	September 2025-26
Date this summary was published	June 2025
Date this summary will be reviewed	June 2026
Name of the school music lead	Mrs Sonia Burke
Name of school leadership team member with responsibility for music (if different)	Mrs Sonia Burke
Name of local music hub	TBC
Name of other music education organisation(s) (if partnership in place)	TBC

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. This Music Development Plan outlines the long-term aims for the whole music curriculum from Reception to Year 6, supporting every child on their journey '*soaring to excellence*'.

## 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.

At Garden Village Primary Academy, our music curriculum first and foremost aims to enable every child to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and

communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. 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.

Garden Village Primary Academy uses the Kapow music scheme. The teaching of music takes a holistic approach to music, making purposeful connections to engage and provide enriched learning experiences between the follow strands:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

The Long-Term Plan for music identifies a sequence of five-lesson units. Each unit combines the musical strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Throughout the children music learning journey, within a year and across the Key Stages, children at Garden Village will be taught how to sing fluently and expressively and play tuned and untuned instruments accurately and with control. They will learn to recognise, demonstrate 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.

Our curriculum is ambitious for all pupils, including those with SEND. Teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupils' individual needs are considered, and adaptations are planned to ensure the success of pupils in all subjects. The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all

pupils, including those with SEND, to build on prior knowledge. Where pupils are identified with having complex needs, it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil. Adaptations may include supporting pupils to pay attention to key aspects as well as reducing excessive or unhelpful demands on working memory. Time is also planned to ensure pupils with SEND are pre taught instructions and vocabulary to support their understanding.

### **Music in the EYFS**

The teaching of music in the Early Years Foundation Stage (Reception) activities target teach the Development Matters 'Expressive Arts and Design' statements whilst being fully integrated with the National Curriculum for Music in Key stage 1 and 2.

The Long Term Curriculum Plan is published on the Garden Village Primary Academy website: [Garden Village Primary Academy - Music](#). Furthermore, Garden Village Primary Academy is highly inclusive; every child accesses the music curriculum. If a child has Special Educational Needs (SEND) adaptations to enable access are made. Furthermore, to support learners within the school setting, the use of Makaton sign-language is used to aid communication and inclusion.

## **Part B: Extra-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.

For this academic year, due to the age and number of children in Reception, extra-curricular music opportunities will be provided when then children are in Year 1.

## **Part C: Musical Performance**

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 the Reception Year, there are many, age-appropriate opportunities for children to perform their music. In the Autumn Term, these include, singing songs at the Official Opening, class assemblies and the Christmas Nativity. In the Spring Term, opportunities further increase to performing songs to visitors and monthly family celebration assemblies. In the Summer Term, cross-Trust opportunities for performance will be provided e.g. Fierté Arts Festival (July 2025).

## **In the future**

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

Garden Village Primary Academy will grow year on year. As each new year group joins, opportunities for extra-curricular activities for performances, opportunities to learn a music instrument and performance opportunities within the school day will be planned and implemented. For example, a school choir will be established and will meet every week; opportunities for performing including external venues will be sought.

### **Pupil Premium**

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

### **CPD and capacity planning**

To plan CPD for classroom teachers to increase confidence in singing in the classroom and teaching of music in general (instruments, etc).

### **Links with external music organisations e.g. Entrust Music**

To support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert.

**Performance opportunities**

To broaden the range of performance opportunities for children in school and beyond for parents to attend e.g. Young Voices, choir and music 5 ensemble; class music assemblies for parents showcasing music curriculum music; Nativities and class/key stage productions.

**School orchestra/ ensemble**

To 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.

**Musical engagement with feeder secondary schools**

To look for opportunities to work with feeder secondary school for transition.

**Additional funding from hub/charities/fundraising**

To proactively try to find additional funding for music (e.g. establishing PTA; local charities; fundraising in school from performances etc.)