

Music development plan summary: St George's 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	Mahsa Naseri
Name of school leadership team member with responsibility for music (if different)	Daniel Rogers, Headteacher
Name of local music hub	Services for Education – Music Service (Birmingham)
Name of other music education organisation(s) (if partnership in place)	Lordswood Boys' School, Birmingham School Music Service

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.

A1: How is curriculum music delivered to all pupils across the school?

Music is taught weekly to all pupils from Reception to Year 6 by the school's subject lead, using the Kapow scheme. Each year group studies three carefully chosen units that prioritise depth of understanding, allowing children to revisit and build on core knowledge across the inter-related dimensions of music. In Key Stage 1, pupils focus on pulse, rhythm, pitch, and creative composition. In Key Stage 2, this is extended through ensemble work, notation, and increasingly structured composition.

In addition to weekly music lessons, music is embedded in school life through regular singing assemblies, musical worship, and whole-school performances such as nativities, Easter reflections, and end-of-year plays. These opportunities support vocal

development, ensemble confidence, and musical memory. The curriculum is further enriched through visits from external musicians and performance opportunities linked to the school's Christian ethos.

A2: How is the music curriculum accessible to all pupils, including those with SEND?

The music curriculum is designed to be inclusive and accessible for all pupils, including those with SEND. Each unit includes clear vocabulary, repetition of core musical elements, and opportunities for pupils to respond through movement, voice, instruments or symbols.

Pupils with additional needs are supported through adapted resources, scaffolded tasks, and multi-sensory approaches. Visual prompts, simplified notation, and physical modelling are used to support access. Teaching focuses on musical response and progress rather than written outcomes.

Assessment is used formatively to identify gaps in understanding, and reteaching is built into the curriculum where needed to ensure all pupils have secure access to the key knowledge and skills.

Opportunities to revisit core content across units enable pupils working below age-related expectations to build confidence while participating fully in expressive and creative tasks.

A3: How is music progression and achievement assessed?

Music assessment is aligned to three units per year group, each with clearly defined end points for pupils working below, at, and above age-related expectations. These end points are knowledge-led and drawn directly from the progression of musical concepts within the curriculum. Teachers use them to assess pupils' understanding of pulse, rhythm, pitch, dynamics, structure, and vocabulary at appropriate points throughout each unit.

Assessment is formative and ongoing. Teachers make use of regular rehearsal, repetition and questioning to check for understanding during practical lessons. Observations of pupils' work — such as singing, composition, improvisation and performance — are recorded against the curriculum end points and used to inform feedback, planning and reteaching where necessary.

In addition to teacher observation, assessment draws on a range of practical evidence. This includes group composition tasks, individual contributions to ensemble work, and informal performance opportunities. End-of-unit performances and recordings are used as formative tools, allowing both the teacher and pupils to reflect on musical development over time.

Pupils are encouraged to use subject-specific vocabulary to evaluate their own work and the work of others. This reflection builds musical understanding and supports the development of metacognitive and expressive skills.

Opportunities for self and peer feedback are embedded into lessons. These allow children to reflect on their use of musical elements and make deliberate improvements during rehearsal.

The subject lead monitors music provision across the school through planning reviews, lesson visits and discussion with staff. This supports consistency in practice and ensures curriculum expectations are met across all year groups.

For pupils with SEND, small-step progress is noted through close observation and practical engagement. Assessment focuses on musical response, memory, coordination and participation, ensuring that all children are recognised for their contribution and development within 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.

B1: What are the school's music development priorities for the year ahead?

- The school's first priority is to embed the refined curriculum model for music so that all pupils experience a high-quality, well-sequenced offer. This includes the consistent use of clearly defined end points, subject-specific vocabulary, and repeated exposure to the inter-related dimensions of music. The structure of three deliberately selected units per year group supports a curriculum that is coherently planned and delivered, enabling pupils to develop knowledge and skills over time.
- A further priority is to strengthen staff confidence and subject knowledge through structured professional development. This includes modelling by the subject lead, collaborative planning opportunities, and review of formative assessment practices to support secure progression for all learners.
- In addition, the school is committed to ensuring that more pupils access regular music-making opportunities beyond the classroom curriculum. This includes instrumental lessons and enrichment experiences designed to nurture pupils' musical interests and talents, and to support their wider personal development.

B2: What actions will the school take to achieve these priorities?

- Provide all teaching staff with access to the streamlined music curriculum documents, including unit overviews, assessment end points, vocabulary prompts, and lesson sequences.

- Monitor curriculum delivery through planning reviews, informal drop-ins, and subject leader discussion with staff, to ensure that music teaching remains focused, progressive, and inclusive.
- Deliver staff CPD focused on building confidence in music vocabulary, modelling techniques, and use of instruments within whole-class teaching.
- Use staff meeting time and informal coaching to support non-specialists in lesson planning and delivery, including opportunities to team-teach with the subject lead.
- Maintain strong links with the local music hub and external providers to support pupils' access to peripatetic instrumental lessons.
- Identify pupils who show an interest or aptitude for music and signpost them to enrichment activities, instrumental tuition, or performance opportunities.
- Use performance opportunities across the year — including singing assemblies, school productions, and class performances — to reinforce progression and celebrate achievement in music.

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.

C1: How does the school give pupils the opportunity to sing, learn an instrument, and perform as part of an ensemble?

Pupils have regular opportunities to sing both within and beyond the classroom. Weekly singing assemblies develop vocal technique, musical memory and confidence, while building a shared repertoire rooted in both secular and sacred music. Singing is integral to collective worship and is used to support the school's Christian ethos through regular church services and acts of reflection.

All pupils participate in class ensemble work using tuned and untuned percussion as part of the curriculum, with group performance introduced from Year 1. Ensemble skills are developed through call and response, layering, structured performance, and group composition. In Key Stage 2, pupils rehearse and perform in small and large groups as part of curriculum units that build fluency, coordination and musical independence.

Singing and instrumental performance are also embedded in wider school life. Pupils take part in church services at key points in the liturgical year, including harvest, Christmas, and Easter. Year 6 pupils perform in an annual leavers' service held at Birmingham Cathedral, providing a memorable and public opportunity to celebrate musical growth in a meaningful setting.

Further opportunities to perform include class assemblies, nativity productions, Easter reflections, and summer shows. Pupils also share their work informally in class, with regular opportunities for peer performance and reflection. Solo and small group performances are encouraged where appropriate, allowing pupils to grow in musical confidence, showcase developing talent, and take pride in their individual contributions to the school's musical life.

C2: What opportunities do pupils have to learn to play a musical instrument through curriculum or co-curricular provision?

All pupils learn to play classroom instruments as part of the curriculum from Reception onwards. In Key Stage 1, children use untuned and tuned percussion to explore rhythm, pitch and structure. These instruments are used consistently across units to build fluency and support musical expression.

In Key Stage 2, instrumental skills are developed through structured units that include performance on glockenspiels and Djembe drums. These instruments are taught explicitly as part of the curriculum, with pupils learning to rehearse, refine and perform both individually and in ensembles. Units such as samba, pentatonic composition and South African drumming support children in building accuracy, coordination and musical independence.

Beyond the classroom curriculum, pupils can opt to learn an instrument through peripatetic music provision delivered by Birmingham School Music Service. Lessons take place during the school day and include both small group and individual tuition. Instruments currently offered include keyboard or piano, brass and guitar. These opportunities allow children to develop technical control, build musical fluency and nurture individual talent.

To ensure equitable access, the school subsidises the cost of instrumental lessons for pupils eligible for Pupil Premium. Instruments are provided free of charge where needed, removing barriers to participation and practice. The music lead also monitors the take-up of lessons across the school to ensure all children, including those with SEND or from disadvantaged backgrounds, are supported in accessing musical tuition where interest or potential is identified.

C3: How does the school celebrate pupils' musical achievements?

Musical achievement is celebrated regularly across the school in both formal and informal ways. Pupils share performances during class assemblies, whole-school worship, and seasonal events such as the nativity, Easter reflection, and summer productions. These moments provide inclusive and high-profile platforms for children to showcase their learning and take pride in their progress.

Each year, Year 6 pupils take part in a leavers' service at Birmingham Cathedral, where they perform songs that reflect on their time at St George's. This provides a memorable and public opportunity to celebrate musical growth in a meaningful setting.

Children who receive instrumental tuition are invited to perform for their peers during celebration assemblies, enrichment events, and informal lunchtime concerts. Solo and small group opportunities are offered sensitively, helping pupils to develop performance confidence while being recognised for their effort and musicality.

Within music lessons, pupils engage in regular peer and self-reflection using subject-specific vocabulary. Teachers build a culture of celebration through classroom praise, display of musical learning, and acknowledgement of progress in school communications and newsletters. Progress in performance, composition and musical understanding is acknowledged alongside effort, perseverance and creativity.

The school also recognises musical success beyond the classroom. Where pupils participate in external instrumental exams, choirs or ensembles, these achievements are shared and celebrated with the school community to inspire aspiration and value music as a lifelong skill.

To strengthen this further, the school is exploring the introduction of a Music Recognition Award, with certificates or commendations for musical contribution across the year. We are also considering establishing a pupil music leadership role, supporting older pupils in leading warm-ups, mentoring younger children, or helping to organise school performances.

In the future

Our future plans focus on sustaining and enhancing the quality and accessibility of music education across the school. We aim to:

- Develop a pupil music leadership programme to encourage peer mentoring and leadership in music activities.
- Strengthen partnerships with local music hubs and organisations to broaden co-curricular and enrichment opportunities.
- Invest in new digital music technologies to enhance composition and performance experiences.
- Continue to prioritise CPD for staff to embed best practice and curriculum consistency.