

Music development plan summary: The King’s Church of England Primary Academy

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Mollie Jones
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Nottinghamshire 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.

<p>At the King’s C of E Primary academy, each year group from EYFS to Year 6 takes part in a whole class Music lesson for 30 minutes per week. There is also a weekly sing and praise assembly for all pupils.</p> <p>The curriculum is supported by the charanga music scheme, with the addition of the teaching of different tuned instruments alongside. In KS1 children will learn the glockenspiel, In Lower KS2 recorders will be learned and in Upper KS2 children will learn to play the ukulele giving children opportunities across a range of instruments.</p>		
Composition and performance	EYFS	<p>Children will:</p> <ul style="list-style-type: none"> Know how to represent thoughts by using voice and un-tuned instruments to create music.

		<ul style="list-style-type: none"> • Know how to explore the different sounds of instruments, choosing particular instruments and sounds in order to support and enhance their own imaginative process. • Know that music can be loud or quiet, fast or slow. • Know that tempo is about how fast music is played. • Recognise and sing changes in tempo, pitch and dynamics. • Perform to an audience in the Nativity.
	Year 1	<p>Children will:</p> <ul style="list-style-type: none"> • Know how to make different sounds with their voice and control how and when they use them for appropriate songs. • Know how to make different sounds with instruments e.g. playing a tambourine 2 different ways and playing a simple tune on a glockenspiel. • Know how to use their voice to sing with accuracy and at an appropriate volume. • Know how pitch is about how high or low music is. • Know that the pulse is the steady beat in music. • Know how to repeat short rhythmic and melodic patterns using pitched and unpitched instruments as well as their voice. • Perform to an audience in the Nativity • Play the glockenspiel in time to a piece of music • To compose a piece of music by selecting notes using computer software
	Year 2	<p>Children will:</p> <ul style="list-style-type: none"> • Know how to sing accurately to any pitch and follow melodies. • Know how to improve their own work and evaluate the process as they go along. • Know how to choose sounds which create a deliberate effect to evoke emotion.

		<ul style="list-style-type: none"> • Know how to make connections between notations and musical sounds. • Know that dynamics are about how loud or quiet music is. • Know that music is written on five lines that is called a staff which has a treble clef at the beginning. • Perform to an audience in the Nativity. • Know a crotchet is 1 beat • Keep time by counting the crotchet beats in a bar. • Improvise to a piece of music by clapping rhythms.
	Year 3	<p>Children will:</p> <ul style="list-style-type: none"> • Know how to create repeated patterns (ostinato) with different instruments. • Know how to compose melodies and songs using pitched instruments (voice/recorder). • Know how to combine different sounds to create a specific mood or feeling. • Know that a crotchet is 1 beat, a minim is 2 beats and a semibreve is 4 beats. • Know how to read and play the notes – G,A,B,C and D on the treble clef staff using a recorder. • Know how to sing in tune with expression. • Recognise a bar on the staff • Improvise rhythms with a piece of music by clapping, or playing a single note.
	Year 4	<p>Children will:</p> <ul style="list-style-type: none"> • Know how to sing songs from memory with accurate pitch. • Know how to join layers of sound, thinking about the dynamics of each layer and understanding the effect. • Know how to use standard notation on a treble clef to record own compositions. • Know that a quaver is a half beat. • Know that music can be broken down into elements of verse and chorus.

		<ul style="list-style-type: none"> • Understand the 4/4 time signature means 4 crotchet beats in a bar. • Compose notes and rhythms using computer software
	Year 5	<p>Children will:</p> <ul style="list-style-type: none"> • Know how to change sounds or organise them differently to change the effect. • Know how to make notes to record aspects of the composition process. • Know how to consider and use tuned and un-tuned instruments as extra layers to a melody. • Know how to read and interpret chords in written music. • Know how to use dynamics, tempo, pitch and rhythm effectively in their composition. • Perform a play to an audience. • Be able to change chords in a piece of music
	Year 6	<p>Children will:</p> <ul style="list-style-type: none"> • Know how to use a variety of different musical devices in their composition (including melody, rhythms and chords). • Know how to combine groups of beats within written notation, using 4/4 and $\frac{3}{4}$ time signatures. • Know how to use digital media to create a layered piece of music. • Perform a piece of music on the ukulele as a member of a group. • Know how to perform a piece of music accurately on a tuned instrument such as the recorder or ukulele, reading the notes/chords and keeping the rhythm true to the notation values. • Perform a play to an audience. •
Appraisal	EYFS	Children will:

		<ul style="list-style-type: none"> • Know how to respond to songs and music in different ways – moving, drawing and making comments. • Know how to express and discuss how a piece of music or familiar song makes them feel. • Investigate and choose sounds to represent different things. • Know and use the words high/low, long/short, loud/quiet and identify these elements in music. • Identify at least six instruments from percussion (drum, piano, tambourine, triangle, maracas and cymbals). • Know how to sing a range of simple songs and nursery rhymes using voices in different ways for different effects (alone and as part of a group).
	Year 1	<p>Children will:</p> <ul style="list-style-type: none"> • Know how to respond to different moods in music. • Know how to communicate in detail how a piece of music makes them feel. • Know the meaning of and use the words pitch, pulse, tempo and melody. • To compare differences in classical and pop music • Discuss, using musical vocabulary, the work of Vivaldi and Aretha Franklin. • Identify at least three instruments from the woodwind section of an orchestra (flute, clarinet and oboe).
	Year 2	<p>Children will:</p> <ul style="list-style-type: none"> • Listen for the key elements in music (which instruments are playing, if there is a repeated melody, where the chorus etc). • Know how to discuss the work of Ed Sheeran and Tchaikovsky using musical vocabulary. • Know all the woodwind instruments in an orchestra – flute, piccolo, oboe, saxophone, bassoon and clarinet. • Listen to music played by others and describe how it makes them feel.

	Year 3	<p>Children will:</p> <ul style="list-style-type: none"> • Know how to use correct musical vocabulary to describe a piece of music and compositions. • Know how to use musical words to describe what they like and dislike about classical and contemporary music. • Discuss the work of Bach and Eliot Kennedy • Know the meaning of and use the word contemporary. • Identify at least three instruments from the strings section (viola, violin and cello).
	Year 4	<p>Children will:</p> <ul style="list-style-type: none"> • Know how to explain the place of silence and say what effect it has. • Know how to identify the different purposes of music. • Discuss the style of work of Mozart and Elton John. • Know how to compare music from different cultures (e.g Indian, Reggae, Country, Hip hop). • Know all the strings instruments in an orchestra (viola, cello and double bass).
	Year 5	<p>Children will:</p> <ul style="list-style-type: none"> • Know how to use musical vocabulary to describe, compare and evaluate music, explaining why they think music is successful or not. • Know how to suggest improvements of their own or others' work. • Know how to choose the most appropriate tempo for a piece of music. • Know how to contrast the work of famous composers and show preferences (using previously studied composers). • Discuss the styles of work of Shubert and Andrew Lloyd Webber.
	Year 6	<p>Children will:</p> <ul style="list-style-type: none"> • Know how to refine and improve their work.

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| | | <ul style="list-style-type: none"> • Know how to evaluate how venue, occasion and purpose affects the way a piece of music is created. • Know how to analyse features within different pieces of music. • Know how to contrast the impact that different composers from different times will have had on the people of the time. • Discuss the style of work of Beethoven and John Williams. |
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Our Music curriculum is highly practical to support all learners. Teachers support through adaptive teaching. Tasks and activities are designed to allow all pupils to engage at their own level as we recognise there is a wide range of capability across our school community.

Music from across cultures is taught and listened to, the curriculum provides space to play different styles and genres of 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.

The school choir practices once a week and performs during services such as harvest and Christmas with their own pieces.

In Autumn term, Years 2-4 have the opportunity to join recorder club, where they will develop their music skills and knowledge, reading notation, keeping time and playing as a group.

In Spring term, years 5 and 6 have the opportunity to join ukulele club, where they will learn to play as a group and perform at the end of each term in an assembly.

Some children also take part in Rocksteady, having specialist tuition and performing as a band in an end of term concert to the whole school.

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.

Sing and praise assemblies happen weekly for the whole school. This includes reception to year 6.

Every child in KS1 and Years 5/6 take part in a school play or nativity, in which they perform to an audience of parents and carers as well as to the other children in school.

As a church of England school, we have strong links with the church and hold our own services for celebration times such as harvest and Christmas, during these we get together as a whole school community and sing.

In the future

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

Every child from year 1 to year 6 to have the opportunity to take part in a music club, piano and Glockenspiel in KS1, recorders in years 3 and 4 and ukulele in year 5 and 6, these will result in a performance during and assembly at the end of a term.

A sing and sign club to be set up, where children across school not only practice singing and learn new songs, but also learn to sign the songs using Makaton.

Children to have opportunities to watch live performances from musicians.

Opportunities to link with our local secondary school to share musical experiences.

The introduction of peripatetic music lessons to allow children, particularly those with a special talent for music, to continue further with their learning of music, playing instruments and continuing to learn to read musical notation.

Further information (optional)