

Music development plan summary:

Simonside Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Sarah Balmer
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Music Partnership North
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

Implementation of Music

At Simonside Primary School, we use a range of high-quality resources to support the teaching of music across the school. These include **Charanga** and **Sing Up**, which teachers use to plan engaging and effective lessons.

Music is taught explicitly at least once per week as a whole-class subject, or delivered in blocks, following the Charanga Original Scheme. In addition to this, music is also integrated across the curriculum—for example, learning songs linked to topics such as history or geography.

The predominant mode of delivery is whole-class teaching, although small group or individual opportunities are also available, particularly through clubs and instrumental tuition. In class, children regularly explore and experiment with a wide range of instruments and genres of music. Teachers provide expert guidance while encouraging creativity and self-expression.

Beyond classroom lessons, children experience music in a variety of school contexts. Music is played at the beginning and end of assemblies, hymns are sung in some assemblies, and weekly singing assemblies are held to teach songs and promote music appreciation. Music is also occasionally used during independent work sessions—such as creative writing—when appropriate.

Differentiation

We are committed to helping all children reach their full potential through a variety of musical opportunities. Our curriculum is designed to ensure pupils develop a progressively deeper understanding and musical competency as they move through the school.

We use the Chris Quigley 'Basic, Advancing, Deep' assessment grids, which support both planning and tracking of pupil progress. These grids track children over a two-year milestone, and teaching is adapted to reflect each child's stage within that milestone.

More Able Learners

More able learners are identified through ongoing assessment. Their needs are met through **high-quality first teaching** that provides appropriate challenge. Our approach includes developing learning behaviours such as reflection, problem-solving, enquiry, making connections, higher-order thinking, and independence. The progress of more able learners is rigorously tracked to ensure they continue to achieve at a high level.

SEND / Inclusion

Children identified as having special educational needs are supported in accordance with their **My Support Plan**. In the first instance, they receive **quality first teaching** tailored to their needs. Lessons are differentiated to ensure full access to the curriculum. All provision is aligned with the school's SEND Policy, ensuring inclusive and meaningful participation in all music activities.

Part B: Co-curricular music

Alongside our in-class music lessons, we hold regular singing assemblies where children learn a variety of songs linked to the seasons and key celebrations throughout the year. These songs are also incorporated into our weekly whole-school assemblies, helping to build a shared musical culture across the school.

In addition to whole-class teaching, we offer a range of music-based opportunities, including choir, a music area on our amphitheatre where child-picked music plays over break/lunch, music resources on the yards and instrument-specific groups led by staff. This provides opportunities for children to further their musical skills, explore personal interests, and develop their confidence in a smaller group setting. Music clubs—such as choir—also give pupils opportunities to perform beyond the school setting, including community events like carol singing during the Christmas period.

Through our partnership with The Music Service, we hire a variety of instruments to ensure that all children have access to a wide musical experience. These instruments are used both in curriculum lessons, whole class tuition and in clubs, helping to broaden pupils' exposure to different instruments and styles of music.

Our school choir began development during the last academic year and continues to grow each term. While initially focused on Upper Key Stage 2 pupils, we have welcomed enthusiastic children from Lower Key Stage 2 as well. The choir is run voluntarily by staff during school hours and is free for all pupils to join. It is re-advertised at the start of each term to encourage new members and sustain interest.

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.

Throughout the year, children are provided with a wide range of musical experiences that enrich their learning and build confidence in performance.

As previously mentioned, we hold singing assemblies, where children learn and perform a variety of songs. In addition to these sessions, children also sing when entering and leaving other assemblies, helping to embed singing as part of our daily school culture.

In Key Stage 2, pupils are taught to play a variety of instruments as part of their music curriculum. For example, currently Samba drums are introduced in Years 3 and 4, while glockenspiel is taught in Years 5 and 6. These practical sessions allow pupils to develop rhythm, coordination, and ensemble skills.

Seasonal performances also play an important role in our music provision. At Christmas:

- EYFS pupils perform a Nativity or Christmas play for parents.
- KS1 and Lower KS2 deliver a festive performance for families.
- Upper KS2 pupils participate in community carol singing, including visits to local care homes.

Children also enjoy the exciting opportunity to watch a live pantomime, enriching their experience of live musical theatre.

At the end of the academic year:

- Year 6 pupils create and perform their own leavers' assembly for parents.
- Reception pupils take part in a special graduation performance, celebrating their first year in school.

Throughout the year, the Music Coordinator seeks additional opportunities through the local Music Hub and wider community for children to either perform or watch live music, and these are incorporated into the school calendar wherever possible.

In the future

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

Future Goals for Music at Simonside Primary School

In the coming academic year, we aim to continue the development of our school choir, made up of committed KS2 pupils who will rehearse regularly and perform at a variety of events. The choir will meet weekly to build a core repertoire of songs, which will be

performed during singing assemblies and at both school and community events, including seasonal celebrations.

The Music Coordinator, in collaboration with the Senior Leadership Team, will actively seek new and varied performance opportunities to showcase the choir's talents throughout the year and beyond.

Another key priority is ensuring that every child has access to a broad range of musical instruments. Exposure to a variety of instruments in primary school supports the development of cognitive skills, creativity, motor coordination, emotional expression, confidence, and social interaction. It also promotes cultural awareness, musical understanding, problem-solving, and teamwork—all of which contribute to well-rounded development and a lifelong appreciation of music.

Other Long-Term Goals

- Introduce additional whole-class ensemble projects.
- Provide further opportunities for children to play a wider range of instruments across the school, either in whole-class settings or small groups.
- Continue to expand performance opportunities for our young musicians throughout the academic year.
- Promote and support engagement in extra-curricular music for all pupils, with a particular focus on Pupil Premium and SEND children.
- Work toward the development of a dedicated music space for use in class curriculum lessons and small group ensemble rehearsals.