

# Music development plan summary: West Blatchington Primary and Nursery School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school’s music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

## Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	Autumn 2025
Date this summary will be reviewed	Summer 2026
Name of the school music lead	Briony Edwards
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Create Music
Name of other music education organisation(s) (if partnership in place)	Music Mark Rock Steady

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.

### **Music at West Blatchington Primary and Nursery School**

*Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.* National Curriculum 2014

At West Blatchington Primary & Nursery school, music is taught through the Charanga Musical School Scheme. The music curriculum is guided by the National Curriculum for Music, Model Music Curriculum, International Primary Curriculum and the National Plan for Music Education (2022). Every child, from Reception to Year 6, receives three units of music lessons each academic year. These units last for a half term and are one hour long and often taught in a dedicated, well-resourced music room.

We are a Music Mark school. Music Mark members are leaders in music education and collectively form a national network of organisations and individuals providing high-quality music education for all children and young people.

### **Music in KS1 and KS2**

#### **Main aims of the KS1/KS2 music curriculum**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **Musical Skills Taught in KS1 and KS2:**

The key skills we regularly use in music are:

- Performing
- Composing
- Listening
- Appraising

We also spend time learning about the styles of music and about the history that surrounds them. We then apply this knowledge in our playing and singing.

### **Singing and playing instruments encourage:**

- Hand-eye coordination
- Concentration skills
- Reasoning skills
- Use of new language
- Spatial awareness
- Working memory

### **Musical terms introduced:**

- Pulse: like a heartbeat, a steady beat underlying the music
- Rhythm: pattern of sound
- Pitch: high sounds, low sounds
- Structure: how a piece of music/song is built up
- Dynamics: loud, quiet, getting louder, getting quieter
- Timbre: the character of a sound, e.g., smooth sound, spikey sound, scratchy sound
- Texture: layers in the music, e.g., one sound or several sounds
- Tempo: speed
- Melodic shape: this is the 'outline' of the song or piece of music
- Genre: the type of music, e.g., pop, jazz, folk, classical

### **Music in EYFS**

**Musical Development Matters in the Early Years** (Aspects of musical learning and development):

#### **Birth to Five** (Expressive Arts and Design)

- Hearing and Listening
- Vocalising and Singing
- Moving and Dancing
- Exploring and Playing

'These four main aspects of music thread through all areas of learning and development. Music can be a way of exploring, communicating and responding to

experience and making music with others can be a valuable social experience. This interaction with others, whether this be with one other person or a group, is personal to each individual and is often an expression of feelings. All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being human. Music should be seen as a core component of children's learning and should be shared with young children to ensure they have broad, balanced and rounded experiences in early childhood and beyond.'

**Main aims of the EYFS music curriculum:**

- To have fun and enjoy making music
- To develop musical skills and knowledge
- To encourage creativity and self-expression
- To introduce a wide range of new vocabulary
- To aid social and emotional development
- To support learning in other areas of the curriculum

**Singing and playing instruments encourage:**

- Finger-play to develop fine motor skills
- Concept of number / Use phonics skills
- Spatial awareness
- Control of whole-body movements
- Hand-eye coordination
- Turn-takings / Sharing / Working together
- Listening skills
- Communication skills

In Nursery new rhymes and songs are introduced on a weekly basis. These are then recorded by the class teacher with Makaton signs and sent home to the children and their homes via QR code.

**Adapted and Varied Music Provision, including SEND**

Teaching and Learning:

All staff aware of focus groups.

Language is clear, unambiguous, and accessible.

Key words, meanings and symbols are highlighted, explained, and written up, or available in some other way.

Visual clues available – such as the use of symbols – by using larger print, colour codes, multi-sensory reinforcement, and a greater emphasis on aural memory skills. Makaton (musical elements and instructions)

Questions are prepared in different styles/levels for different pupils – careful preparation ensures all pupils have opportunities to answer open-ended questions.

Encouragement to use their voices expressively and to use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking.

Pupils with communication impairments are given: " time to think about questions before being required to respond.

Opportunities to learn about music through physical contact with an instrument and/or sound source where they are unable to hear sounds clearly or at all.

Demonstrate co-ordination of instrument skills clearly.

Set suitable learning challenges. Respond to pupils' diverse learning needs. Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Modify the curriculum to remove barriers so all pupils meet the same objectives.

**Grouping pupils:**

All forms of pupil grouping include pupils with SEND and/or disabilities.

Manageable mixed ability grouping or pairing is the norm, except when carefully planned for a particular purpose.

Sequence of groupings is outlined for pupils.

The transition from whole class to group or independent work, and back, is clearly signalled. This is particularly helpful for pupils on the autistic spectrum.

**Sound and light issues:**

Provide ear defenders when necessary.

Background noise and reverberation are reduced.

Glare is reduced.

Pupils use hearing and low vision aids, where necessary.

Video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required.

**Resources:**

Clearly labelled.

Easy to reach / handle.

Inclusive for all. Access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills.

**Greater Depth:**

Children who are working at greater depth at music are given multiple opportunities to strengthen and demonstrate their music knowledge in a variety of ways.

Each year group is provided with a set of 'deeper learning' questions to ask these children to encourage them to explain, justify and rationalise their thinking. The vocabulary used in these questions is built upon every year to ensure progression.

Talented musicians are encouraged to take part in Rock Steady and Create musical instrument lessons, bursaries and funded places are available for those who receive Pupil Premium.

## 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.

To further enhance the musical enrichment at West Blatchington Primary and Nursery School, the pupils are provided with a Pioneer Passport, which ensure by the end of KS2 that they should have learnt to play an instrument and have had the opportunity to watch a live show.

- Drum kit, keyboard and violin lessons are on offer from Create Music (our music hub)
- Lessons in a rock band context are on offer from Rocksteady.

Children who receive instrumental tuition are encouraged to bring their instruments to their curriculum music lessons. This not only encourages peers to learn an instrument but it also allows children to actively use their instrumental skills in a different setting.

There are also opportunities throughout the year to be part of ensembles such as:

- Christmas Choir Group
- KS1 and EYFS Nativity
- Children's Parade Samba Band
- KS2 choir, that runs throughout the year.
- KS2 end of year production

All children take part in weekly singing assemblies which improve both their musicality and their wellbeing. The songs we learn are culturally diverse and have strong PSHE links

## 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.

We arrange a number of activities that take place off the school site and out of school hours, which support the aim of providing opportunities that enrich the curriculum, enabling the children to have first-hand experience of a wide range of musical activities.

- One Voice at the Brighton Dome
- Instrumental workshops
- Year 6 leavers' assembly
- End of term instrumental concerts
- Singing celebrations at Harvest and Christmas
- Performing to the local community events and hubs eg local Care Homes
- Live music from a range of professional musicians as well as older pupils from our feeder secondary schools.

We have links to the local music community through Create Music, Blatchington Mill School and our neighbours at King's School.

Every year we stage a production of a musical in which children from KS2 are encouraged to join and take part. During this production children are urged to push

themselves out of their comfort zones and perform songs in smaller groups and, if willing, solos.

## In the future

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

- Make stronger links with Kings musicians and invite them to come and perform.
- Provide CPD opportunities for class teachers through local providers and within The Pioneer Academy Trust to ensure non-music specialist class teachers feel confident teaching music.
- Organise collaboration projects with local Secondary schools and help talented musicians plan for their future by forging links with bursaries, specialist music schools and music departments from local secondary schools.
- Continue strong links with Music Hubs.
- Continue to strengthen our music lessons and the opportunities we offer.

## Further information (optional)

Create Music

<https://createmusic.org.uk/>

Rock Steady Music School

<https://www.rocksteadymusicschool.com/>

The Department for Education publishes a guide for parents and young people on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Music education: information for parents and young people - GOV.UK ([www.gov.uk](http://www.gov.uk))

National Plan for Music Education (2022)

The power of music to change lives: a national plan for music education - GOV.UK ([www.gov.uk](http://www.gov.uk))

Model Music Curriculum

Model\_Music\_Curriculum\_Key\_Stage\_1\_\_2\_FINAL.pdf ([publishing.service.gov.uk](http://publishing.service.gov.uk))