



Music development plan summary

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	16 th September 2025
Date this summary will be reviewed	July
Name of the school music lead	Vic Endicott
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Bucks Music Hub

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.

Our Music Curriculum Intent

'I think music in itself is healing. It's an explosive expression of humanity. It's something we are all touched by. No matter what culture we're from, everyone loves music. Music washes away from the soul, the dust of everyday life' - Billy Joel

Our music curriculum has been designed to nurture and inspire a lifelong passion for music. At the same time as developing creativity, we want all pupils to gain an understanding of musical traditions, styles and cultures. All pupils are given the opportunity to express themselves through music. As a Church of England School, music is a vital component of our worship and those times when we come together with our community. Our music curriculum allows pupils to express themselves through music by developing their skills and knowledge in musical disciplines of listening and critiquing, singing, instrumental work, performing and composing. Our aim is to equip and inspire pupils for further study at Key Stage Three and beyond, whilst installing in them a life-long love of music.

Charanga Music is used to support the delivery of the music curriculum. The musical content and skills are organised into units of work. The units of work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning of musical skills. By teaching the interrelated dimensions of music simultaneously, pupils will build on knowledge and skills taught previously. In EYFS, music is introduced in simple songs, rhymes and games to enable pupils to start to experience the greatness of music and something every child can access.

Singing continues into Key Stage 1, with songs and chants underpinning all areas of study. Repetition of techniques is vital to consolidate and gain confidence. Pupils will begin to create their own music through improvisation, and they will also start to learn some simple compositional techniques and structures to prepare them as they move into Key Stage 2. In Key stage 2, pupils will encounter music by living composers and see composition as a current art form. Repetition of techniques is vital to consolidate and gain confidence, and songs, chants and listening repertoire are suggested as a starting point. Pupils will continue to internalise key musical skills and techniques through a range of activities including call-and-response songs and chants, improvisation, movement and active listening. Pupils will create music through improvisation, exploring how to write music for a specific purpose, and they will start to learn more sophisticated compositional techniques and structures. Weekly classroom music forms the basis of an entitlement for all pupils, which includes whole class instrumental teaching. All curriculum music lessons constitute opportunities to listen & appraise, sing, perform and/or compose. Pupils access a range of tuned and untuned percussion.

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.

Pupils are encouraged to play and sing outside of lesson time. Currently our offering consists of:

Piano, Guitar, Woodwind & Brass lessons are provided by teachers from Buckinghamshire Music Trust (BMT). Lessons are provided individually and in small groups where appropriate. Lessons provided through BMT are at a cost of approx. £155 per term.

With the high demand for piano lessons, the school also utilises a private piano teacher. The cost of this is £10 per lesson or £100 per term.

Additionally, the school enjoys a Ukulele teacher who provides lessons for Year 3 and 4 each week and also runs an after school club for any children in KS2 who would like to attend.

Number of pupils accessing Co-curricular Music:

	All pupils	SEND	PPG
Piano Tuition	8	1	1
Guitar Tuition	4	1	
Woodwind Tuition	1		
Brass Tuition	1	1	

For pupils who are eligible for PPG, then school utilises the PPG funding to ensure that they can access co-curricular music where appropriate to do so.

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.

Hymn Practise weekly 30 minutes

Hymns in collective worship – daily

Christmas Play rehearsals – Second half of the Autumn Term for both KS2 and KS1&EYFS

Christingle Service – KS1 – Christmas term

Singing in Church – Two to three times per term

Young Voices, Wembley Arena – Choir weekly and then the concert in the Spring Term - Year 5

Ukulele Lessons – Year 3 and 4

Visiting Orchestra – once a year an orchestra visits the school to perform through Bucks Music Trust

In the future

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

In subsequent years, the school plans to:

- Continue to provide more opportunities to access to live musical performances in school and outside of school
- Continue to encourage and increase opportunities for playing instruments in school
- Increase the opportunities for performing their instruments in assemblies and concerts
- Increase the opportunities for out of school clubs – e.g Ukulele
- Look into the Scheme of work that we are using to ensure the best possible outcomes for the children's musical learning

Further information (optional)

<https://www.bucksmusic.org/>

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.