

Music Development Plan Summary

Harvills Hawthorn Primary School

Overview

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Carla Maxwell
Name of school leadership team member with responsibility for music (if different)	Joanne Sheen
Name of local music hub	Black Country Music Hub
Name of other music education organisation(s) (if partnership in place)	Lichfield Cathedral – Music Share Sandwell SIPS Music

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 aims to develop pupils' ability to sing, play instruments, listen, compose, improvise, perform and respond to music. Pupils explore a range of musical styles, cultures and traditions while developing their understanding of musical elements, including pitch, rhythm, tempo, dynamics, timbre, texture and structure.

Early Years Foundation Stage

Nursery and Reception children experience music through singing, rhymes, movement, listening activities, sound exploration and practical instrument playing. These opportunities support children's musical development alongside their communication and language, physical development and expressive arts and design.

Following professional development through the Black Country Music Hub EYFS Music Making training, the school has secured a long-term loan of percussion instruments for EYFS. These resources give children regular opportunities to explore rhythm, beat, different sounds and ways of creating music through practical, hands-on experiences.

Staff will continue to develop their confidence in delivering music-making activities and provide opportunities for children to experiment, create, perform and respond to music.

Key Stage 1

Pupils develop their singing, listening, rhythm and compositional skills. They explore sound and silence, respond to music through movement, play instruments and create short musical pieces.

Music teaching is delivered through a combination of specialist input and class teaching, supported by the Sing Up curriculum. Staff will be encouraged to observe specialist teaching, share effective practice and develop their confidence in delivering engaging music lessons.

Key Stage 2

Pupils develop their musical knowledge and skills through singing, listening, performing, improvising and composing. They explore music from different cultures and historical periods, use instruments and develop their understanding of musical vocabulary and notation.

Teaching is supported by the Sing Up programme and specialist music provision. Staff will continue to develop their subject knowledge and ensure that learning builds progressively as pupils move through the school.

The school will review its long-term and medium-term music plans against the non-statutory Model Music Curriculum. This review will identify strengths, gaps and opportunities to improve progression in musical knowledge, skills and vocabulary from EYFS to Key Stage 2.

Discovery and Infinity Hubs

Music provision is adapted to meet pupils' individual needs. Opportunities include daily singing, visual song mats, movement, sensory stories and practical instrument exploration, supported by specialist input where available.

Activities are differentiated to support participation, communication, creativity and musical development. Planning will continue to draw on relevant frameworks, including Development Matters, the Pre-skills Curriculum and Towards Independence, where appropriate.

Assessment, monitoring and evidence

The school recognises the importance of understanding and evidencing pupils' musical progress. During 2026–27, we will develop a consistent, manageable approach to assessment that enables staff to identify progress without creating unnecessary workload.

Evidence may include:

Learning walks and lesson observations.

Planning reviews and book looks, where appropriate.

Pupil and staff voice.

Photographs and short video or audio recordings.

Annotated planning and observations of pupils' musical development.

Assessment will focus on progression in singing, listening, performing, composing, responding to music and developing musical vocabulary. Information gathered will inform future planning, professional development and subject evaluation.

Staff will also be reminded to access Sing Up directly through the website when preparing lessons, checking that audio, video and other resources are available before teaching.

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.

We provide opportunities for pupils to develop their musical interests and skills beyond their regular classroom music lessons.

Choir and ensemble opportunities

The KS2 choir is well established and provides pupils with opportunities to develop their singing, musical confidence, teamwork and performance skills. Participation and enthusiasm are strengths of our current provision.

During 2026–27, the choir will continue to rehearse and perform at school and community events, including Young Voices 2027. We will continue to explore opportunities to participate in Music Share at Lichfield Cathedral and other local musical events.

The school will also explore further opportunities for pupils to perform together and celebrate their musical achievements.

Instrumental tuition and music groups

Pupils have opportunities to access additional music provision, including brass tuition and RockSteady rock band sessions. These experiences allow pupils to develop practical instrumental skills, work collaboratively and build confidence through making music with others.

The school will continue to promote available opportunities and encourage pupils to participate in musical activities beyond the classroom.

Professional development and staff support

Developing staff confidence and subject knowledge is a key priority for 2026–27.

Staff will be encouraged to observe Mr Brennan, our SIPS Music Specialist, teaching their own classes wherever possible. These opportunities will allow teachers to see effective practice, develop their understanding of musical teaching approaches and discuss pupils' progress and assessment.

Where additional support is needed, targeted coaching, team teaching and opportunities to share good practice will be explored.

The school will also continue to make use of professional development and resources offered by the Black Country Music Hub, SIPS Music and Sing Up.

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.

Musical experiences are an important part of school life. We aim to ensure that pupils have regular opportunities to perform, listen to music, sing together and experience music in a range of settings.

Whole-school singing and assemblies

Weekly whole-school music assemblies led by a specialist music teacher provide regular opportunities for collective singing, musical participation and celebration.

During 2026–27, we aim to build on this strength by increasing opportunities for whole-school singing and introducing additional musical celebrations. A termly whole-school musical event will be developed, with the Big Sing Up celebration planned for Spring 1.

Performances and special events

Pupils will be encouraged to take part in musical performances, themed assemblies and celebrations throughout the year. We will explore opportunities to link music to existing school events, themed days and curriculum experiences.

Examples may include:

Learning a song linked to Environmental Day.

Incorporating a World Book Day song into our celebrations.

Developing opportunities for pupils to share performances with the school community.

Continuing participation in Young Voices, Music Share and other suitable community events.

Drumming workshop from 'Hit the Dhol'

Whole school Bhangra dancing workshop

An annual calendar of musical events will be developed to help staff plan ahead and ensure that opportunities are shared across the school.

Music throughout the school day

We aim to make music a more consistent part of everyday school life, rather than limiting musical experiences to dedicated lessons and assemblies.

Staff will be encouraged to use music purposefully to support classroom routines, transitions, emotional regulation and readiness to learn.

Suggested approaches include:

Morning Entry: welcoming children with appropriate background music.

After Playtime: using calm music to support the transition back into learning.

After Lunchtime: using music to create a calm atmosphere and support regulation.

Before Focused Learning: using appropriate music to help children settle and prepare to learn.

Mindful Monday: using calm music alongside breathing and visualisation activities.

World Music Wednesday: listening to music from different cultures and discussing what we hear.

Feel Good Friday: sharing uplifting music or music selected by the children.

These approaches will be introduced and developed in a manageable way, recognising that music can support attention, classroom atmosphere, emotional regulation and enjoyment of learning.

Inclusion and access

We are committed to ensuring that all pupils can access meaningful musical experiences. Activities will be adapted to meet individual needs, particularly for pupils with SEND, so that everyone has opportunities to participate, develop skills and experience success.

We will continue to explore opportunities offered through our music education partners to broaden pupils' experiences and provide access to a range of musical styles, instruments and performances.

In the future

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

Our priorities for the year are to:

1. Develop staff confidence and subject knowledge

Establish a structured programme of music CPD across the year.

Encourage staff to observe specialist teaching with their own classes.

Identify staff who would benefit from additional coaching or team teaching.

Provide opportunities to discuss musical progression and effective assessment.

2. Strengthen curriculum progression

Review the current music curriculum against the non-statutory Model Music Curriculum.

Identify strengths and gaps in musical knowledge, skills and vocabulary.

Make appropriate improvements to long-term and medium-term planning.

Ensure that progression is clear from EYFS to Key Stage 2.

3. Develop consistent assessment and evidence

Trial manageable approaches to capturing pupils' musical development.

Agree a consistent whole-school approach to assessment and evidence.

Support staff to use the agreed approach.

Review the impact of the system at the end of the academic year.

4. Embed music in everyday school life

Develop a calendar of musical events and celebrations.

Introduce a termly whole-school musical event.

Increase opportunities for singing linked to themed days and curriculum events.

Encourage purposeful use of music during classroom routines and transitions.

5. Ensure reliable access to music resources

Remind staff to access Sing Up directly when planning and preparing lessons.

Encourage staff to check that resources are available before teaching.

Review the wider digital music provision and explore alternatives if required.

6. Celebrate pupils' musical achievements

Continue to develop choir participation and performance opportunities.

Promote suitable local and wider musical events.

Provide opportunities for pupils to share their music with others.

Review pupil and staff feedback to help evaluate the impact of musical opportunities.

Evaluating impact

Progress against these priorities will be reviewed through the school's monitoring cycle, including learning walks, lesson observations, planning reviews, pupil voice and staff feedback.

We will consider whether staff feel more confident teaching music, whether pupils are developing their musical knowledge and skills, whether curriculum progression is clear and whether musical opportunities are becoming more embedded across school life.

The findings will inform the music subject SEF and the next annual Music Development Plan.

Further information (optional)

Harvills Hawthorn Primary School has been awarded the Music Quality Mark by the West Midlands Music Hub, recognising the strength of our music provision and our commitment to musical learning.

We will continue to build on this achievement by developing staff expertise, strengthening curriculum progression and ensuring that music remains an inclusive, enjoyable and valued part of school life.