

Music development plan summary: Summer Lane Primary School

Overview

Detail	Information
Academic year that this summary covers	2025/2026
Date this summary was published	11 th September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Katie McCord
Name of school leadership team member with responsibility for music (if different)	J McClure, R Petty
Name of local music hub	Barnsley Music Education Hub
Name of other music education organisation(s) (if partnership in place)	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.

At Summer Lane, we have reviewed the guidance from the Model Music Curriculum to refine and enhance our approach to music education. Our curriculum is designed with a strong emphasis on listening and appraising, and we have devised a bespoke playlist that our children will explore and be exposed to throughout their time at school. This approach ensures that our pupils develop a broad and deep understanding of music, fostering a lifelong appreciation and love for the subject.

Our approach to the Music curriculum ensures that it is taught discretely to ensure depth and rigour. Each year group throughout school has a minimum of 1 hour of music weekly, with individual pupils accessing 1-1 tutoring with Barnsley Music Services. Pupils have access annually to Rock Steady music lessons which are taken in small groups and a range of KS1 and KS2 pupils attend. This is a paid service.

Our Music Curriculum is underpinned by the accelerated learning approach to teaching and learning. The Summer Lane progressive curriculum document supports the progression of substantive content and concepts, which have been carefully selected and well-sequenced, so a child should know more and revisit knowledge and concepts to ensure depth and rigour over time. The key concepts, principles and themes have been developed from the National Curriculum into a range of progressive knowledge and skills through which the children are helped to grow and develop to succeed in 21st century Britain. This progressive curriculum allows a purposeful way of

teaching and learning, enabling us to provide a more meaningful and sequential approach to the scheme for Music.

Our music curriculum sets out pathways for progression that enables pupils to develop their musical knowledge. As a result, the progress of children in music requires them to develop musically across 3 pillars that interrelate in musicianship: 'Technical' development for pupils to translate their intentions successfully into sound. 'Constructive' development for pupils to understand how musical components come together both analytically and in the creative process. 'Expressive' development to allow children to focus on the more indefinable aspects of music: quality, meaning and creativity.

At Summer Lane, we have segmented these pillars further to scaffold and support pupils' development in music into 6 key areas:

- Singing
- Listening
- Composing
- Musicianship
- Performing
- Musical History

Our musical curriculum content supports pupils in developing these 3 essential pillars, which in turn support the activities of performing, composing and listening. As a result, the Music curriculum we offer is designed to meet the needs of all our pupils. It is rich, varied, imaginative and ambitious and meets the needs of individual learners but can easily be adapted for pupils with additional needs.

Our curriculum is ambitious for all pupils, including those children with SEND. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupils' individual needs are considered and adaptations are planned to ensure the success of pupils in all subjects.

The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge. Where pupils are identified with having complex needs, it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil.

In summary, our Music Curriculum is designed to provide a robust and comprehensive music education that nurtures the musical talents and interests of all our pupils. By focusing on listening and appraising, and ensuring a structured and progressive approach to teaching music, we aim to develop well-rounded musicians who appreciate and engage with music on a deep and meaningful level.

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.

At Summer Lane Primary, we are committed to providing a rich and diverse musical education that extends beyond the core curriculum. Our co-curricular music programme is designed to offer pupils numerous opportunities to sing and play music, fostering a lifelong love for the subject and enabling them to make significant progress in their musical journey.

After School Choir Club

Our after-school choir club, open to Key Stage 2 pupils, has been a vibrant part of our music programme throughout the academic year. The choir provides an opportunity for children to develop their vocal skills, learn to sing in harmony, and perform in front of live audiences. Notably, our choir has participated in prestigious events such as Young Voices. Giving pupils the chance to experience the thrill of performing in large venues and

being part of a larger musical community. These performances not only enhance their musical skills but also build confidence and teamwork.

Individual and Small Group Tuition

To cater to pupils who wish to pursue music more intensively, we offer individual and small group tuition for a variety of instruments. These sessions are tailored to the needs of each pupil, allowing for focused and personalised instruction. This one-to-one or small group setting ensures that pupils receive the attention and guidance they need to progress at their own pace and achieve their musical goals. These are run by Rock Steady.

Our co-curricular music activities are designed to complement and enhance the core curriculum, providing pupils with a comprehensive musical education. Through regular practice, performance opportunities, and exposure to a variety of musical styles and instruments, pupils can develop their skills and deepen their understanding of music.

In conclusion, Summer Lane's Primary's co-curricular music programme offers a wealth of opportunities for pupils to engage with music in meaningful and enjoyable ways. By providing a variety of singing and instrumental activities, we aim to nurture each child's musical potential and instil a lifelong appreciation for the art of music.

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.

At Summer Lane Primary School, we are committed to nurturing confident, lifelong learners who are proud of their heritage and ready to make a positive contribution to society.

Attending live performances is an integral part of our music curriculum. It exposes children to new crowds and environments, helping them develop a sense of belonging and build emotional intelligence. These experiences are well-planned, coherent, and progressive, ensuring that all students benefit from them. For instance, we have held whole school concert performances in our hall, providing students with the opportunity to experience live music in a familiar setting. We also work closely with our local community college, who offer us the opportunity to attend musical performances, performed by their students. We will also attend the college for workshops in their music department, to give the children exposure to a wider variety of instruments and opportunities. One of the schools' governors will provide a workshop, in each class in school throughout the year, demonstrating and explaining about different instruments.

We also offer numerous performance opportunities for our students. Our choir participates in events such as Young Voices, where they perform alongside thousands of other children, creating a memorable and inspiring experience. Rock Steady run a termly parent assembly to showcase pupil skills.

Seasonal performances are another highlight of our music programme. In the autumn term, we have an EYFS and KS1 nativity performance, which brings the school community together to celebrate the festive season. Similarly, our KS2 choir participate in a 'Coffee and Carols' concert, where they perform for the whole school and the wider community. These events not only celebrate students' musical achievements but also strengthen community bonds.

Our Year 6 students have the opportunity to participate in an end-of-year production, performing on stage with musical accompaniment and vocals.

In conclusion, our comprehensive music programme at Summer Lane Primary School is designed to provide students with a wide range of musical experiences. From attending live performances to participating in seasonal concerts, our students are immersed in a vibrant musical culture.

In the future

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

At Summer Lane Primary School, we are dedicated to continuously enhancing our music education provision to ensure that it meets the highest standards and provides enriching experiences for all our students. In the coming years, we plan to implement several key improvements in curriculum music, co-curricular music, and musical experiences to further develop our students' musical abilities and appreciation.

Embed Implementation of Half-Termly Front Covers:

Each year group now features tailored front covers that outline the key learning objectives and substantive and disciplinary knowledge for each half-term. This will ensure that music is taught regularly and systematically across all classes. This initiative will provide a clear structure for teachers and help students understand the progression of their learning. It will also facilitate better tracking of student progress and identification of areas needing improvement.

Professional Development for Teachers:

We will continue to conduct regular CPD sessions starting from the next term, focusing on identified needs through learning walks and staff feedback. These sessions will cover various aspects of music education, including new teaching strategies, assessment techniques, and use of technology in music. Enhancing teachers' skills and confidence in delivering music education will lead to more effective teaching and better student outcomes. CPD that focuses on developing teachers as musicians will be particularly beneficial, as highlighted by OFSTED's research review. The subject leader will review where staff feel that they need their CPD, and put on an offer that supports these requirements, in order to enrich and support the curriculum.

Further information:

To supplement our offer at school, 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.