



Bredbury St Mark's

Music Development Plan

2025-2026

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Music Hub – Stockport Music Service Hub

Part A: Curriculum Music

Here at Bredbury St Marks the children participate in a weekly session taught by a class teacher using a Stockport Music Scheme.

The scheme provides teachers with week-by-week lessons for each year group.

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music: Listening and Appraising, Musical Activities, Warm-up Games, Optional Flexible Games, Singing, Playing instruments, Improvisation, Composition, Performing.

As well as making sure we teach the concepts of pulse, rhythm, pitch, dynamics, temp, timbre, structure, texture and notation.

Stockport Music Scheme enables our 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 and mastery of musical skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Instruments year groups learn how to play

Year Groups	Instruments	
EYFS	A variety of percussion instruments	
Year 1	Glockenspiel Keyboard Recorder Drums	Children play each instrument every year developing skills and knowledge.
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear. We explore music through the inter-related dimensions of music: performing, listening, composing, the history

of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Stockport Music scheme has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical:** Pupils return to the same skills and knowledge again and again during their time in primary school.
- **Increasing depth:** Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities. Pupils are taught musical notation and how to compose music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. Through music, our curriculum helps children develop transferable skills such as team-working, leadership,

creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Stockport Music Scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term. Music is taught as a discrete lesson usually lasting 45mins. Our lessons are taught with a combination of weekly sessions and focus days. We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Stockport Music Scheme provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. During music lessons, children are given opportunities to learn music-

specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions. The children are given opportunities to apply their skills and given a chance for collaboration through composition.

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

Planning - Our medium-term plans show which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals for both prime and specific areas in EYFS. The medium-term plans also detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, key stage 1 and key stage 2. Individual lesson plans include guidance on differentiation to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

Adaptation - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- **Setting open-ended tasks which could have a variety of responses;**
- **Setting tasks of increasing difficulty (not all children complete all tasks);**
- **Grouping children by ability in the room and setting different tasks to each ability group;**
- **Providing resources depending on the ability of the child;**
- **Using classroom assistants to support the work of individuals or groups of children**

SEND - We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes. Assessments are used diagnostically by teachers to evaluate learning and inform future teaching. At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report. Formative assessments are recorded on

our foundation subject assessment trackers. Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Resources - We have a range of percussion instruments. There is a central store of:

- percussion instruments**
- a selection of instruments from other cultures**
- glockenspiels**
- recorders**
- ocarinas**
- songbooks**
- CDs**
- music stands**
- African drums**

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. The school Chrome Books can be used to access programmes which enable them to be used as instruments and for composition.

Part B: Extra-curricular Music & Enrichment

Small-scale performances take place in the community, building on existing school links e.g. Local Woodley Lights. The choir also perform at the Annual Christmas Lunch for the Church OAP's.

Part C: Musical Experiences

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music. Music is incorporated into a variety of activities and events within school, such as weekly Collective Worships, weekly Worship through Song sessions, classroom routines and special celebrations. Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE. The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the singing sessions and 50 Experiences programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition.

In the future

Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.

Monitor and Review staff knowledge and skills of the Stockport scheme of work.

Gain pupil voice regarding interest in music and singing and create a future plan of clubs etc.

Links with external music organisations – to work with Stockport Songbook project to involved children in a large Stockport Authority Concert and sing alongside a live orchestra in a local theatre.

Performance opportunities – to work with Soul Children to develop a choir, who will sing alongside a number of CDAT schools at a live concert singing Christianity songs.

Offer Extra Curricular Clubs for music related skills – choir, drumming club.

Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary school for transition.

Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. local charities; fundraising in school from performances etc.)