

Sir Francis Hill Primary School
Music Development Plan 2025-2026

Overview

Academic year that this summary covers: **2025-2026**

Date this summary was published:

Date this summary will be reviewed: 31/07/26

Name of the school music lead: Maria Wolkowski

Name of school leadership team member with: Charlotte Hickerton

Name of local music hub: Lincolnshire Music Hub

Name of other music education organisation(s): Rocksteady, Lincoln Cathedral, LMS

Part A- Curriculum Music

Support for SEND

Possible barriers to learning	Possible behaviours seen as a result of barriers
• EAL/other communication difficulties (unable to access curriculum and/or communicate their thoughts/ideas • Reading skills • Recording skills • Inappropriate/inaccessible content • Recall/retention difficulties • Gaps in knowledge • Sensory needs	• Disengagement • Inappropriate/unacceptable behaviours • Poor self-esteem • Becoming overwhelmed (sensory)
Provision, support and adaptations	
<u>Cognition and Learning</u> Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils. To make tasks accessible, pupils use, where appropriate: specialist aids – eg larger beaters Pupils’ preferred learning styles are identified and built on: when teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video	<u>Communication and Interaction</u> Teacher’s face can be seen – avoid standing in front of light sources, eg windows Pupils use hearing and low vision aids, where necessary, and video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required Interactive whiteboards are non-reflective to reduce glare. Pupils’ seating and the main board position are planned for the shape of the room. Pupils can see and hear clearly, as necessary: the teacher, each other, and the board/TV/screens.

For recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording Screen filters to cut down glare Opportunities are provided for pupils to repeat and reinforce previously learnt skills and processes on a regular basis, in similar and different contexts. Pupils sing better if they are standing- make provision for this if children are physically able Ensure pupils are physically able to play the instruments they are asked to play. Percussion instruments can be adapted. Include a number of different activities in the music lesson such as singing, moving, playing instruments and composing. Younger pupils respond well to puppets and pictures, creating characters using different voices enhancing their concept of timbre and dynamics. Physical involvement- action songs and rhymes helps pupils to internalise rhythmic and pitch concepts. Provide opportunities to learn about music through physical contact with an instrument. Build in lots of repetition to play a rhythm or a sound shape. Provide opportunities for pupils to join in all together before being invited to play or sing.	Plan the demonstration area so that it is clearly laid out, uncluttered and gives all pupils a clear view. Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions. Language is clear, unambiguous and accessible. Key words, meanings and symbols are highlighted, explained and written up, or available in some other way. Instructions are given clearly and reinforced visually, where necessary. Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures. Questions are prepared in different styles/levels for different pupils – careful preparation ensures all pupils have opportunities to answer open-ended questions. Labels placed around the room, lists of key words, posters, etc can help pupils to recognise and spell the names of important pieces of equipment.
<u>Sensory and Physical</u> Sound and light issues. For example: background noise and reverberation are reduced- ear defenders for children who find the music environment overwhelming Glare is reduced Have an area available where pupils can self-regulate, and reduce sensory overload. ICT is used to support teaching and learning. Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate, eg: keyboard shortcuts instead of a mouse or sticky keys.	<u>Social, Emotional and Mental Health</u> Storage systems are predictable. Use systems such as racks so that items such as tools can be found and put away easily. Seating allows for peer or adult support. There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable. Consider the choice of chairs and desks, eg adjustable height tables, raised boards. Consider the length and complexity of tasks. Some pupils may be daunted by long or seemingly difficult tasks, and lack the confidence to get started. Pupils

	often find it easier to work on shorter, more focused assignments, which provide small elements of success to reward and motivate them.
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Curriculum Time

- 1 hour per week
- School music curriculum is informed by the model music curriculum (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 and Charanga Original scheme. Lessons taught by specialist music teacher for 2 out of 3 terms. Charanga is then used in the third term.
- Curriculum has been designed to meet the needs of the NC covering 6 units: Composition, Singing, History of Music, Notation, Listen and Appraise and Digital Music
- LMS 1 hour per class per week (Year 5) This is to teach whole class instrumental lessons

Extra-curricular

- LMS peripatetic music lessons
- Rocksteady (SEND, EAL and SEAL)
- KS1 choir
- KS2 choir
- Young Voices
- Royal Albert Hall Barnardo's concert

Part B: Co-curricular music:

- Peripatetic music lessons: strings, brass, percussion, piano and woodwind- individual tuition lessons weekly in music room. Children are loaned the instrument which gives them the time to practise at home. They are also allowed to use the music room during lunchtimes for extra practice. PP children are subsidised by 50%. New members are encouraged to start at the beginning of the academic year and a waiting list is set up once places have been filled.
- KS1 and KS2 choir- weekly choir rehearsals which lead to many opportunities including: Christmas Carols at residential homes, music festival, Singation and other performances. This is free for all children to take part in and there is no limit on how many children can take part.
- Weekly singing assemblies which lead to performances e.g. Harvest Festival. Assemblies are split between KS1 and KS2.
- Young Voices- Children pay for travel to and from the event but not to take part in rehearsals.
- Royal Albert Hall- annual performance with Barnardo's charity targeting the more able children. This is a free event for children aside from the cost of travel to and from the event.
- Rocksteady- targeted to SEND, EAL and SEAL children. Small ensemble rock bands created with a performance termly

Part C: Musical Experiences

- Harvest Festival- Year 2 children perform to parents and carers at the local church. All children participate unless for religious reasons.
- Singing Assembly- each week there are discrete singing assemblies for KS1, LKS2 and UKS2. Sing a range of music from songs in a different language, singing in two parts and in a round and music from different genres. It is also taken in to account current trends and music that children choose. Use of Out of the Ark Music and Sing Up to support.
- Class Assembly- Year 3 and 4 have the opportunity to perform to an audience in terms of a class assembly which includes musical performance including solo instrumentalists

- Music Festival- KS1 and KS2 choir as well as individual singers perform at the local music festival
- End of Year Production- year 6. All year group included.
- Link with University of Lincoln- watching musical performances and joining in with musical workshops (across both KS1 and KS2)

In the future:

Below highlights the improvements intended to the 7 key features of high quality music provision:

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3- ensure high quality teaching of music with lesson observations and drop ins, review of evidence and pupil voice
- access to lessons across a range of instruments, and voice – ensure waiting lists and range of individual tuition is constantly reviewed and updated
- a school choir or vocal ensemble – termly communication with parents asking for new members (sent to all children) and targeting those children who show a particular talent in music lessons
- a school ensemble, band or group- Rocksteady review of names and members and group performances (by class), communicating this with parents (sharing on social media)
- space for rehearsals and individual practice- create more ‘in stone’ rota for individual and group practice
- a termly school performance – already in place for Year 2 and 6 but needs to include all year groups
- opportunity to enjoy live performance at least once a year- already in place for all year groups but like for a wider range of performances for children to access

Further information:

- Link to LMS- <https://lincsmusicservice.org/>
- Link to Charanga- <https://www.lincsmusicservicedigital.org/site/>
- Link to SingUp- <https://www.singup.org/dashboard>