# Music development plan summary: Griffin Primary School

## Overview

| Detail | Information |
|---|---|
| Academic year that this summary covers | 2026-2027 |
| Date this summary was published | September 2026 |
| Date this summary will be reviewed | July 2027 |
| Name of the school music lead | Sarah Jean Stephenson |
| Name of school leadership team member with responsibility for music (if different) | N/A |
| Name of local music hub | Hull Music Service |
| Name of other music education organisation(s) (if partnership in place) | N/A |

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.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for maintained schools and for academies and free schools.

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the model music curriculum (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this here.

**Griffin Primary School**

At Griffin Primary school, we teach music in accordance with the Charanga music scheme which is adapted by the subject co-ordinator to meet the needs of our pupils. The scheme of work is planned using a combination of the Original Scheme and the Model Music Curriculum, ensuring that the music aims for the National Curriculum are being taught. All pupils participate in music within the school, ensuring that experiences are adapted to be accessible for pupils with disabilities and/or SEND needs.

In EYFS, music is the centre of the majority of learning where children learn through listening, participating and reacting to nursery rhymes. Reception are taught music as a discrete, weekly lesson using the Original Scheme from Charanga. In this, they learn to move their bodies in time to the music, learn to sing songs and begin to develop basic subject-based vocabulary through sharing opinions about pieces of music that they hear.

The sequence of learning within a unit follows the pattern of appraise, sing, play, improvise, compose and perform with some changes made depending on the main focus or music used. Focus instruments also change so that the difficulty progresses as the children move through school. This instrument usage is not exclusive to the year group designated, as it is sometimes appropriate to differentiate by instrument ensuring that children of all abilities can take part.

In Key Stage 1, children continue to develop musical vocabulary and refine this throughout their music education. As well as learning how to sing ensemble and adapt pitch, children also use untuned percussion instruments and explore different ways of making sounds. They are also taught the meaning of improvisation and composition and begin to use small sections of learnt songs to demonstrate these skills with adult guidance. Towards the end of Year 2, their musical journey will begin to introduce more tuned percussion instruments in preparation for Lower Key Stage 2.

In Year 3, children learn to play tuned percussion (glockenspiel) alongside learnt songs from varying genres. This begins by copying simple rhythms and develops so that children are able to learn a tune, identify some notation and use this in a performance. In Year 4, children learn to play brass (PBuzz) with the main focus being instrumental

technique and understanding notation. These lessons are delivered by specialist teachers from Hull Music Service.  Children continue to develop their singing skills, breathing skills and posture so that they are also able to perform with projection at an end of year concert where they will showcase their vocal and instrumental learning.

In Upper Key Stage 2, the children focus on woodwind (recorder) while also rehearsing their vocal skills and extending their subject-specific vocabulary. Year 5 is dedicated to introducing and learning to play the first common notes on a recorder through a recorder course. Pupils then continue to use the recorder in Year 6, learning to locate and play further notation and applying this when playing more complex tunes and rhythms. Throughout their music journey, children continue to refine vocal skills and can apply any prior learning while composing. Children are encouraged to use instruments that they had learnt about in previous year groups and are also encouraged to delegate roles and responsibilities in Year 6.

## 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.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

**Alternative titles** for Part B could be ‘Extra-curricular music’ or ‘Music tuition, choirs and ensembles’.

**Griffin Primary School**

At Griffin Primary our Music curriculum is supplemented with Daily Music which is used by teachers within their classrooms on a daily basis. This has been organised by the music lead, all resources prepared for teachers, so that classes can access the corresponding file for the week and listen to the music tracks selected daily. This ensures that a wide variety of genres are covered across the school year and also provides children with a musical history or background of the genre. The theme for daily music is also used as a soundtrack to the Monday themed assembly, with pupils entering and exit the hall to examples from the focus genre.

Teachers use musical opportunities to enhance learning in different areas of the curriculum, e.g. using songs to learn times tables in Maths or continents of the world in Geography.

## 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.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

**Alternative titles** for Part C could be ‘Musical events’ or ‘Musical performances’.

**Griffin Primary School**

Key Stage singing assemblies are held once a week where children rehearse vocal warmups and learn to sing songs relative to the time of year or festivals which are taking place.

Griffin Primary School liaises with Hull Music Service to provide children with live music experiences, either within school or at a larger venue in the city.

It is also vital that the children have an opportunity to showcase their efforts and talents. Children are encouraged to perform at the end of every half term of their music unit with an increasing audience throughout the year.

Children in Year 4 perform in an end of year Music Show at a large local venue to demonstrate their instrumental and vocal training throughout the year. This is done with other schools from the city and gives children an opportunity to see a variety of instruments played by other children. Pupils attend this for free, with parents asked to pay for tickets to attend the performance.

All pupils take part in Christmas carol concerts where they learn and perform a song to parents/carers. Pupils learn songs during the Autumn Term which are sung at the Harvest Festival celebration led by the local vicar.

## In the future

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

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

**Griffin Primary School**

Pupils in each year groups will continue to use their focus instruments while also ensuring that children have the opportunity to use any instruments that they have used in previous years when composing.

Ensure that children have the opportunity to witness a live music event from specialist instrumentalists at least once a year.

Provide opportunity for children to have access to tuition where possible.

Music subject co-ordinator to conduct learning walks and pupil voice so that an assessment can be made of the lesson time being spent effectively for music.

Provide CPD for staff where needed.

## Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

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.

Your local music hub should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.