

Music development plan summary: Herrick Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	January 2026
Date this summary will be reviewed	July 2026
Name of the school music lead	Faheema Jamal
Name of school leadership team member with responsibility for music (if different)	Sima Odedra Headteacher
Name of local music hub	Leicestershire Music
Name of other music education organisation(s) (if partnership in place)	Charanga Music

This document summarises how music is taught and experienced at Herrick Primary School. It outlines curriculum provision, co-curricular opportunities and musical experiences, and sets out future priorities for development. 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.

Intent

At Herrick Primary School, music is a valued and integral part of a broad and balanced curriculum. Our music curriculum is designed to ensure that all pupils develop musical knowledge, skills and understanding progressively from Early Years through to Year 6.

Music is taught using **Charanga Musical School (Original Scheme)**, which provides a carefully sequenced, spiral curriculum. Key musical skills, concepts and vocabulary are revisited and built upon year on year, ensuring depth of learning and progression for all pupils.

The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions

- Learn to sing and to use their voices
- Create and compose music on their own and with others
- Learn a musical instrument
- Understand how music is created, produced and communicated through the inter-related dimensions of music

Our intent is that every child at Herrick Primary School:

- Develops confidence as a singer, performer and composer
- Understands and uses subject-specific musical vocabulary
- Learns to play instruments accurately and expressively
- Listens to, appraises and respects a wide range of music
- Recognises music as a universal language and form of expression
- Sees themselves as musical and develops a lifelong enjoyment of music

Implementation

Music is taught as a **discrete subject for a minimum of one hour per week** across all year groups. Lessons are delivered weekly and are supported by additional musical opportunities such as singing assemblies and performances.

Charanga units are structured around five core strands:

- Singing
- Listening and appraising
- Playing instruments
- Improvising and composing
- Understanding musical elements (pitch, rhythm, tempo, dynamics, timbre, texture, structure and notation)

Lessons are practical, inclusive and participatory. Pupils learn through:

- Whole-class singing
- Body percussion
- Tuned and untuned percussion
- Ensemble performance
- Listening to high-quality recorded music
- Use of backing tracks and music technology

Teachers model musical skills and vocabulary, enabling pupils to talk confidently about music and apply their learning across a range of contexts.

How the Scheme is structured

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
3. Warm-up Games
4. Optional Flexible Games
5. Singing
6. Playing instruments
7. Improvisation
8. Composition
9. Performing

Instruments and Practical Music Making

Practical music-making is central to music teaching at Herrick Primary School.

From **Year 1 onwards**, pupils participate in a progressive programme of whole-class instrumental learning using:

- **Glockenspiels**
- **Recorders**
- **Djembe drums**

These instruments are used to develop:

- Sense of pulse and rhythm
- Pitch recognition and melodic playing
- Ensemble and performance skills
- Musical notation and structure
- Control, technique and expression

Instrumental skills are revisited and built upon each year, allowing pupils to develop confidence and musical fluency over time.

EYFS

In Early Years, music forms part of **Expressive Arts and Design** and is embedded throughout daily provision.

Children explore music through:

- Singing songs and rhymes

- Movement and dance
- Exploring sounds using instruments and voice
- Listening and responding to music

Music supports wider development, including:

- Communication and language
- Physical development
- Personal, social and emotional development
- Early mathematical understanding (pattern, counting, rhythm)

Assessment

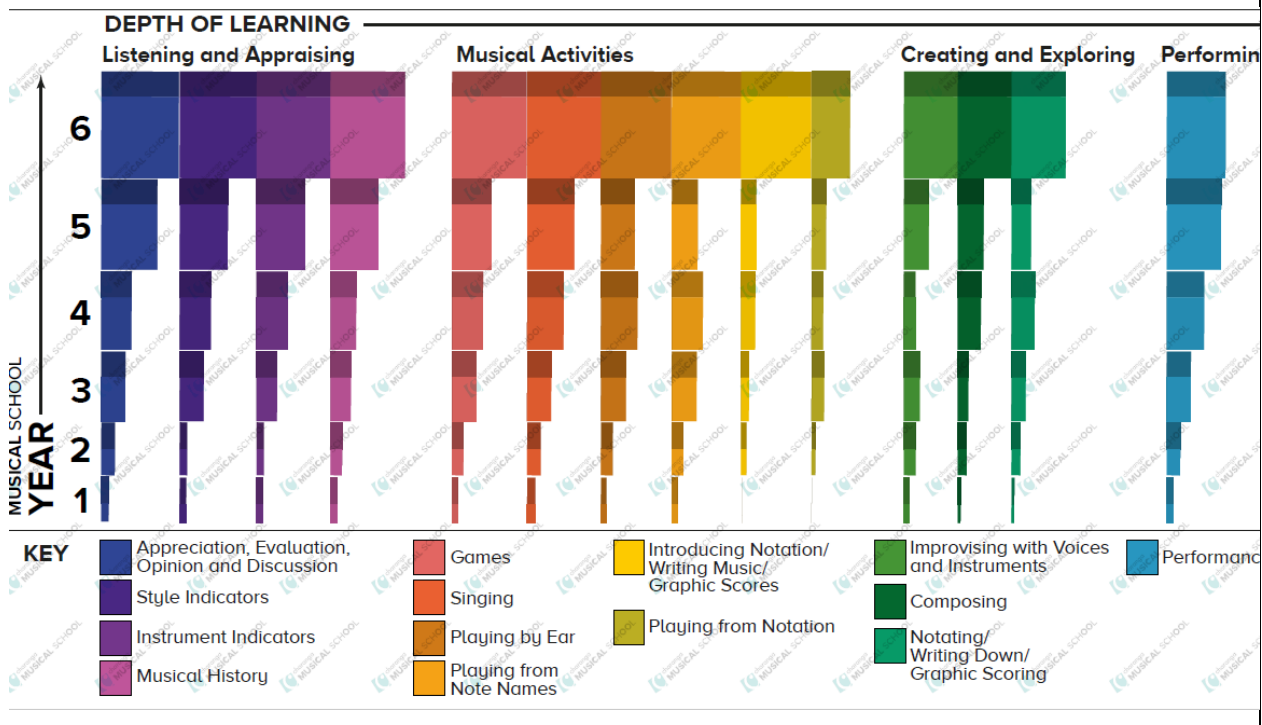
Assessment in music is **ongoing and formative**.

Teachers assess pupils through:

- Observation of participation and engagement
- Listening to performances and compositions
- Reviewing outcomes against lesson objectives

Charanga assessment tools support teachers in making judgements aligned to National Curriculum expectations. Summative judgements are made annually and inform future planning and progression.

Learning progression



The diagram above depicts the depth of learning that occurs as the children move through the year groups. As they progress, the colour deepens and the learning widens.

Inclusion and SEND

Music education at Herrick Primary School is inclusive and accessible to all pupils.

Lessons are adapted through:

- Clear modelling and scaffolding
- Visual supports and repetition
- Flexible grouping
- Open-ended tasks with multiple entry points

All pupils are supported to participate fully and experience success in music.

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.

Herrick Primary School offers pupils opportunities to engage in music beyond the curriculum, including choir and instrumental tuition, where available. The school works in partnership with Leicestershire Music and visiting music teachers.

Pupils are supported to make progress beyond lesson time through ensemble opportunities, performances and access to local music activities. Consideration is given to ensuring equal access, including support for pupils eligible for the Pupil Premium.

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.

Herrick Primary School provides a wide range of musical experiences throughout the academic year, including:

- Weekly singing assemblies
- Termly class and whole-school performances
- Opportunities to perform to parents and carers
- Children experience music as both **participants and audience members**, ensuring that all pupils:
- Perform regularly
- Engage with music from different cultures, genres and traditions
- Where possible, musical experiences are subsidised to ensure equality of access for all pupils.

In the future

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

Herrick Primary School aims to further strengthen music provision by:

- Expanding whole-class instrumental opportunities
- Increasing participation in choirs and ensembles
- Developing staff confidence through targeted CPD
- Increasing performance opportunities within the community
- Ensuring pupil premium funding supports access to music tuition.
- Experience live music at least once a year

Further information (optional)

Herrick Primary School is committed to delivering high-quality music education in line with national expectations and best practice. Parents and carers are encouraged to engage with school music events and to explore further opportunities through Leicestershire Music and local providers.

This music development plan will be reviewed annually to ensure it continues to meet the needs of our pupils.