

# Music development plan summary: Stewart Fleming Primary School

## Overview

| Detail                                                                             | Information                        |
|------------------------------------------------------------------------------------|------------------------------------|
| Academic year that this summary covers                                             | 2025-26                            |
| Date this summary was published                                                    | Autumn 2025                        |
| Date this summary will be reviewed                                                 | Autumn 2026                        |
| Name of the school music lead                                                      | Angharad Edmunds                   |
| Name of school leadership team member with responsibility for music (if different) |                                    |
| Name of local music hub                                                            | Bromley Youth Music Service (BYMT) |

### Curriculum Intent

- Weekly specialist music teaching for all pupils, with Key Stage 2 lessons every other week
- Whole class instrumental learning in Year 3
- Peripatetic instrumental lessons across a range of instruments
- Weekly whole school singing, including dedicated singing assemblies
- Choirs, clubs, and performance opportunities both in school and in the wider community
- Regular opportunities to perform, compose, listen and develop musical skills across the curriculum

At Stewart Fleming Primary School, our intent is to provide all pupils with access to a progressive and inclusive music curriculum that develops creativity, confidence and musical understanding. Music learning combines listening, composing and performing, which form the three pillars of musical progression: technical, constructive and expressive.

The curriculum is guided by the National Curriculum for Music, the Model Music Curriculum, the International Primary Curriculum and the National Plan for Music Education (2022). Pupils develop knowledge of key musical elements including pulse, rhythm, pitch, dynamics, structure and timbre. They learn to sing, play, compose and listen with increasing accuracy and control as they progress through the school.

Music learning builds progressively from exploring sound, rhythm and singing in Key Stage 1 to instrumental performance, ensemble work and deeper musical understanding in Key Stage 2. Pupils experience a broad range of musical styles including world music, African music and music from different historical periods.

Music plays an important role in pupils' personal development. It supports wellbeing, self-expression and collaboration. Pupils gain confidence through performing and develop a sense of belonging through shared musical experiences within the school community.

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### **Curriculum Implementation**

Music is delivered through a bespoke and progressive curriculum that builds musical knowledge and skills across each year group. Learning focuses on listening, composing and performing while developing the technical, constructive and expressive aspects of musical learning.

- Key Stage 1 pupils receive one hour of music teaching every week
- Key Stage 2 pupils receive one hour of music teaching every other week
- Lessons are taught by a specialist music teacher, Miss Angharad Edmunds
- All lessons take place in a dedicated and well-resourced music room

Lessons include:

- Singing and vocal development
- Playing tuned and untuned instruments
- Composing and improvising
- Listening and appraising a range of music

Pupils develop their musical skills through:

- Instrumental learning including piano, ukulele, recorder and percussion
- Ensemble playing and vocal performance
- Music technology and graphic notation
- Exploring musical styles from different cultures and historical periods

Music learning also connects with International Primary Curriculum (IPC) topics across the school. This allows pupils to explore music within wider historical and cultural contexts.

Music provision across the school includes:

- A school choir or vocal ensemble
- A school band or instrumental group
- Space for rehearsals and individual instrumental lessons
- Termly school performances
- Opportunities to experience live music at least once each year

The specialist music teacher supports musical progress through observation, discussion and performance tasks. Pupils develop musical vocabulary as they discuss elements such as pulse, rhythm, pitch, tempo and dynamics. They reflect on their learning as they listen, perform and compose. This approach helps pupils build confidence, deepen musical understanding and perform with increasing accuracy and control throughout their time at Stewart Fleming Primary School.

### Music Curriculum –Overview example

|                 | Year 1                                                                                   | Year 2                                                                         | Year 3                                                         | Year 4                                                                                    | Year 5                                                                                                         | Year 6                                                                              |
|-----------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Autumn 1</b> | <b>Exploring sounds</b><br><br>Body percussion and movement                              | <b>Melody and Pulse</b><br><br><b>IPC:</b> A to B<br><br>Piano<br>Glockenspiel | <b>Pulse</b><br><br>Piano<br>Drums                             | <b>Melody and chords</b><br><br>Piano                                                     | <b>Strumming patterns and chords</b><br><br>Ukulele                                                            | <b>Chords and musicality</b><br><br>Ukulele                                         |
| <b>Autumn 2</b> | <b>Rhythm and Pulse</b><br><br><b>IPC:</b> Treasure Island<br><br>Drums<br>Boom whackers | <b>Rhythm and Percussion</b><br><br><b>IPC:</b> A to B<br><br>Piano<br>Drums   | <b>Rhythm and Pitch</b><br><br>Piano<br>Drums<br>Boom whackers | <b>Pitch and instrumental</b><br><br><b>IPC:</b> Temples, Tombs and Treasure<br><br>Piano | <b>Rhythm and musicality</b><br><br>Ukulele                                                                    | <b>Rhythm and Pitch</b><br><br>Ukulele                                              |
| <b>Spring 1</b> | <b>Music Technology And Structure</b>                                                    | <b>Structure</b><br><br><b>IPC:</b> Buildings                                  | <b>Music Technology and Structure</b>                          | <b>Music technology and harmony</b>                                                       | <b>Graphic notation and ensemble</b><br><br><b>IPC:</b> The Grate the Bold and the Brave<br><br>Piano<br>Vocal | <b>African music and ensemble</b><br><br><b>IPC:</b> 900CE<br><br>Drumming<br>Vocal |

### Curriculum Evaluation

The music curriculum at Stewart Fleming Primary School is well established and has been developed over time. It has been carefully planned, resourced and refined through teaching with pupils across a range of year groups. This ongoing development ensures that the curriculum remains inclusive, relevant and responsive to pupils' needs.

The curriculum is reviewed regularly to ensure that musical learning is progressive and that pupils develop the knowledge, skills and understanding needed to engage with music confidently. Evaluation focuses on the quality of teaching, pupils' musical understanding and the opportunities pupils have to perform, compose and respond to music.

Monitoring and evaluation include:

- Lesson visits and informal observations
- Pupil voice and discussion about musical learning
- Review of pupils' musical outcomes and performances
- Recording pupils' musical progress against learning objectives

This process enables leaders to maintain consistent and high quality music provision across the school and to identify any areas for further development.

### **Intended Impact**

Through the music curriculum, pupils develop the knowledge, skills and confidence to participate fully in musical activities. They gain experience in singing, instrumental performance, composition and listening, and develop an understanding of key musical elements such as pulse, rhythm, pitch, dynamics and structure.

Pupils will:

- Sing and perform with increasing confidence, accuracy and control
- Play instruments individually and as part of an ensemble
- Use musical vocabulary to discuss and evaluate music
- Listen carefully and respond to a wide range of musical styles and traditions
- Work collaboratively during rehearsals and performances

Through regular musical experiences and performance opportunities, pupils develop confidence, musical understanding and a lasting engagement with music during their time at Stewart Fleming Primary School.

### **Singing (Whole School Priority)**

Singing is embedded across the whole school curriculum and is a key focus within music provision.

- Individual 30-minute weekly singing assemblies for EYFS, KS1 and KS2
- A culturally diverse repertoire with strong PSHE links
- Regular opportunities for pupils to sing both in and outside of music lessons
- A KS1 choir that develops pupils' confidence, vocal skills and enjoyment of group singing
- A KS2 choir with planned concerts and events to showcase pupils' vocal and musical skills in school and in the wider community

Next step: To extend performance opportunities through choir events and participation in large scale performances, including Young Voices next year.

### **SEND Music provision**

Music teaching is inclusive and adapted so that pupils with SEND can access the curriculum and participate fully in musical activities.

- Clear routines, simple language and visual support help pupils understand musical concepts and vocabulary
- Multi sensory approaches, including listening, movement and practical instrument work, support different learning styles
- Musical tasks and instrumental parts are adapted so pupils can participate successfully
- Pupils are given additional thinking time and supported to communicate through singing, playing, movement or gesture
- Adapted instruments, resources and technology are used where needed to remove barriers to participation
- Provision is reviewed in collaboration with the SENCo to support pupil progress

### **Instrumental Learning and co-Curricular Music.**

Instrumental learning and co curricular music provision complements curriculum music and supports pupils' musical development over time.

Year 3 pupils take part in whole class instrumental learning through the **Band on the Run programme delivered by Bromley Youth Music Service**. As part of this programme, pupils learn instruments from different families including woodwind, brass and strings. Each class receives a term of specialist instrumental teaching delivered by visiting teachers from Bromley Youth Music Service.

This provision forms part of the curriculum entitlement and ensures that all pupils experience high quality instrumental learning. At the end of each term, pupils perform in a concert for parents and carers, providing an opportunity to share their learning and develop confidence through performance. These performances also give pupils the opportunity to play together as part of an ensemble, developing listening skills, coordination and musical confidence.

In addition to whole class provision, pupils have opportunities to continue developing their musical skills through additional instrumental learning and co curricular activities. Current opportunities include:

- Individual instrumental lessons in violin, piano and drums
- A school rock group that supports ensemble playing and band skills
- A ukulele club where pupils develop chord playing and ensemble skills
- A piano club that supports pupils in developing keyboard skills and musical confidence

These opportunities allow pupils to develop instrumental technique, play collaboratively with others and gain experience performing in a group setting.

Leaders continue to work with **Bromley Youth Music Service** to strengthen progression routes for pupils who wish to continue instrumental learning and ensemble performance beyond whole class teaching. This supports pupils in deepening their musical skills and engagement with music as they move through the school.

The table below provides an overview of instrumental learning and musical groups across the school.

- 45 piano students
- 28 percussion students
- 32 string students
- 55 woodwind students
- 116 ukulele students
- 49 choir participants
- 78 pupils in clubs and ensembles (including rock group and ukulele club)

### **Musical Experiences, Event and Concerts.**

Pupils benefit from a range of musical experiences that complement curriculum music and support their wider personal development. These experiences are designed to build confidence, enjoyment and an understanding of music as a shared and lived experience.

Current musical experiences include:

- End of term instrumental concerts where pupils share their musical learning with parents and carers
- Concerts linked to whole class instrumental learning through the Band on the Run programme delivered by Bromley Youth Music Service
- Choir performances and school concerts that allow pupils to perform as part of an ensemble
- Participation in large scale singing events in the local area
- Opportunities for pupils to perform within the wider school community where appropriate

These experiences support pupils in developing confidence as performers and help raise aspirations through regular opportunities to perform and share their musical achievements.

The school maintains links with the local music community through Bromley Youth Music Service, which supports whole class instrumental learning and specialist instrumental teaching within the school.

As part of the wider curriculum offer, the school also follows the Pioneer Passport, which sets out key experiences pupils are entitled to access during their time at school. Within this framework, pupils are given opportunities to learn how to play and perform a musical instrument through curriculum music lessons, whole class instrumental teaching and performance opportunities.

Through concerts, choir events and instrumental performances, pupils gain valuable experience performing to an audience, developing musical confidence and a deeper engagement with music.

### **In the future:**

#### **Areas for development 2026/27:**

- Increase live performance opportunities for pupils and visiting musicians
- Develop EYFS music provision
- Provide music CPD across the Pioneer Trust, including for non-specialist teachers
- Strengthen links with local secondary schools
- Maintain and develop partnerships with music hubs
- Expand music resources, including non-Western instruments
- Establish and sustain both KS1 and KS2 choirs

## Further information (optional)

Bromley Youth Music service

<https://www.bymt.co.uk/>

Music for Schools Foundation

<https://www.mfsf.org.uk/>

Rock Steady Music School

<https://www.rocksteadymusicschool.com/>

Totally RAD Music

<https://totallyradmusic.co.uk/>

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.

[Music education: information for parents and young people - GOV.UK \(www.gov.uk\)](#)

National Plan for Music Education (2022)

[The power of music to change lives: a national plan for music education - GOV.UK \(www.gov.uk\)](#)

Model Music Curriculum

[Model Music Curriculum Key Stage 1 2 FINAL.pdf \(publishing.service.gov.uk\)](#)