Music development plan summary – Southborough Primary School

Overview

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was 1st published	Autumn 2025
Date this summary will be reviewed	Autumn 2026
Date this summary will be reviewed	Autumn 2027
Name of the school music lead	Melody Berthoud
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Bromley Youth Music Service (BYMT)

Part A: Curriculum music

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.

The Music Curriculum at Southborough Primary School

Intent
At Southborough Primary School, our intent is to provide every pupil with a rich and progressive music education that develops technical, constructive, and expressive musicianship. We aim for all children to experience the joy of music-making, build cultural awareness and develop creativity, confidence, and resilience through performance, composition, and listening. Music plays a vital role in promoting self-expression, wellbeing, and a sense of belonging within our school community.

Implementation
We deliver a carefully sequenced and inclusive music curriculum from Reception to Year 6, ensuring that pupils build on prior knowledge and develop their skills progressively. Each term focuses on a particular musical element and combines the three pillars of progression in music education: 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).

Music is taught weekly by class teachers and specialist tutors from the Bromley Youth Music Trust (BYMT). Every child receives a one-hour lesson each week that includes singing, playing instruments, composing, and listening to music from a range of genres and cultures. Pupils experience a variety of instruments throughout their primary journey, including recorders, ukuleles, steel pans, and percussion. Singing is embedded across the school, supported by weekly singing assemblies, choirs and whole-school performances.

High-quality music provision at Southborough Primary School includes:

• Timetabled curriculum music of at least one hour every week for all pupils from EYFS to Year 6 – currently in place.

• Access to lessons across a wide range of instruments and voice, currently in place from BYMT. This includes song writing and ukuleles in Year 6, steel pans in Year 5, Band on the Run in Year 4, recorders in Year 3, and weekly singing assemblies with BYMT and Sing Up lessons from EYFS to Year 2.

• A school choir– currently in place, with pupils performing both in school and in the wider community.

• A school ensemble, band, and rock group – currently in place, providing performance and collaboration opportunities.

• Designated space for rehearsals and individual or small-group instrumental lessons – currently in place.

• A termly school performance – currently in place, allowing all children to showcase their progress and creativity.

• Opportunities for pupils to experience live music at least once a year – currently in place, often through visits from professional musicians or local performances.

• External music providers including Bromley Youth Music Trust (BYMT) and Rocksteady Music School, who deliver high-quality specialist tuition and enrichment opportunities- currently in place.

Impact

Pupils develop as confident performers, composers, and listeners who can describe and discuss music using appropriate vocabulary. They demonstrate curiosity, creativity and collaboration through music-making and develop transferable skills such as teamwork, perseverance, and communication. Many pupils continue their musical learning through extra-curricular clubs, private tuition and local music hub opportunities, ensuring that music remains a valued and vibrant part of their lifelong education.

Music Curriculum – (choose year group or Key stage or whole school overview) Overview

MUSIC OVERVIEW – Sing up KS1

Singing

Singing is embedded into the whole school curriculum. Children have the opportunity to sing, inside and outside of music lessons. We host a KS2 choir where concerts and events are planned to show case the children's musicianship and vocal skills in school and in the wider community.

Music in EYFS

Musical Development Matters in the Early Years (Expressive Arts and Design)

In Reception, children continue to develop their musical understanding through exploration, participation, and enjoyment. Music supports creativity, communication, and confidence while encouraging self-expression and collaboration. Children are provided with a broad range of musical experiences that nurture their curiosity, listening, and sense of rhythm.

Hearing and Listening

In Reception, children listen carefully to sounds in their environment and in music, identifying contrasts such as loud and quiet, fast and slow, and high and low. They enjoy listening to music from different cultures and celebrations, begin to recognise steady beats and patterns, and talk

about how music makes them feel. Through shared listening and movement activities, they develop the ability to focus, discriminate, and respond expressively to what they hear. This forms the foundation for active listening and musical analysis in KS1.

Vocalising and Singing
Children sing a wide range of familiar songs and rhymes from memory and explore how their voices can make different sounds. They begin to match pitch, follow melodic patterns, and experiment with dynamics such as singing softly or loudly. Singing games, call-and-response songs, and simple performances help children build confidence and control of their voices. These early vocal experiences prepare children to sing with accuracy and expression as they move into KS1.

Moving and Dancing
Children move freely and rhythmically to music, exploring how movements can change with the tempo, style, or mood of a piece. They enjoy action songs, circle time games and creative movement activities that allow them to express feelings and ideas through dance. Moving in time with music develops coordination, spatial awareness and a strong sense of pulse, which are key physical and rhythmic skills for KS1 music-making.

Exploring and Playing
Children explore a wide range of percussion instruments and sound makers, discovering how to create sounds by tapping, shaking, scraping, and blowing. They experiment with playing along to a steady beat, inventing simple rhythms, and using instruments to represent ideas, characters, or events in stories. These experiences build early compositional and performance skills that prepare children for structured instrumental and ensemble work in KS1.

Musical Understanding
By the end of Reception, children show awareness of pulse, rhythm, pitch, and dynamics. They sing and move in time with music, express their ideas and feelings through sound and movement, and enjoy making and performing music with others. These foundational experiences ensure that children enter Key Stage 1 ready to develop their musicianship through more formal singing, listening, and instrumental learning.

SEND Music Provision

We are committed to ensuring every child can access and enjoy music, regardless of need or ability. Lessons are inclusive, adaptive and multi-sensory, enabling all learners to make progress and achieve success through music. We recognise that music is a universal form of expression and communication and that every child should have the opportunity to experience its joy and benefits.

Teaching and Learning
All staff are informed about pupils within focus groups and are supported to adapt their teaching accordingly Music lessons use clear, simple, and accessible language, with key vocabulary and concepts introduced through visual, verbal, and practical means. Teachers provide alternative formats and written explanations where appropriate, ensuring understanding for all learners.

Visual cues such as symbols, larger print, colour coding, and multi-sensory techniques are used to support aural, visual and kinaesthetic learning. Makaton (a system combining signs, symbols, and speech) is used where appropriate to integrate movement and singing, supporting children's communication and memory through embodied learning.

Teachers prepare questions at varying levels and in different formats (visual, oral, and practical) so that every pupil can respond and participate. Children are encouraged to use their voices expressively or to communicate through gesture and movement if verbal communication is difficult. Pupils with communication needs are given additional time to process and respond.

Children with hearing impairments are given opportunities to experience music through physical interaction with instruments, vibrations, and sound sources. Resources and learning strategies are differentiated to meet individual needs, with explicit modelling of instrumental use and technique. Learning goals are tailored to challenge each child appropriately, promoting high expectations and full participation. The curriculum is adjusted where necessary to remove barriers, ensuring that all pupils can achieve the same learning objectives.

Grouping Pupils
All forms of grouping include pupils with SEND and disabilities. Mixed-ability grouping or pairing is the norm, with adaptations made to ensure equal participation. When specific grouping is required for targeted support, this is planned carefully and explained to pupils. Transitions between whole-class, group, and independent work are clearly modelled, labelled, and supported with visual cues.

Sound and Light Considerations
Environmental factors are managed to ensure accessibility and comfort for all pupils. Ear defenders are available when needed and background noise or reverberation is minimised. Glare is reduced, and pupils use hearing or low-vision aids where appropriate. Worksheets are adapted, and video materials include subtitles for pupils with hearing or communication difficulties.

Resources
All musical resources are clearly labelled, easy to reach, and accessible for every pupil. Adapted instruments and assistive technology are available to support pupils with mobility or fine motor difficulties. ICT tools and sensory equipment are used to enhance engagement and ensure that all children can participate fully in music-making.

Part B: Co-curricular music

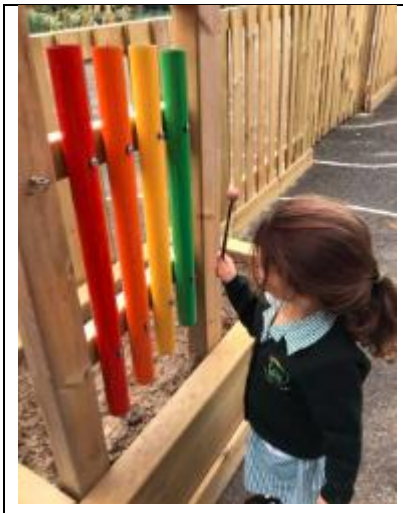
	Brass instrument	Clarinet	Recorder	Ukuleles	Choir KS2
Reception					
Year 1					
Year 2					
Year 3			60		
Year 4	30	30			12
Year 5	12				12
Year 6				62	12
Total	42	30	60	62	36

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.

Music Events and Concerts

We arrange a number of activities that take place off the school site and out of school hours, which support the aim of providing opportunities that enrich the curriculum, enabling the children to have first-hand experience of a wide range of musical activities. Such activities include the Band on the Run performance and coaching sessions Year 6 performance, end of term instrumental concerts, performing at the venues in the wider community and live music from a range of professional musicians. We have links to the local music community through BYMT Brass Band, St Augustine's Church and Fairfield Halls.















In the future:

Areas for development 2026/27:

- Encourage more regular live performances, both from our pupils and outside musicians.
- Continue to develop music in EYFS.
- Promote music CPD within the Pioneer Trust. Inc. music CPD for non-music specialist class teachers.
- Continue with collaboration projects with BYMT, the local music hub.
- Continue to build music resources

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)