

Music Development Plan

School: Hartley Brook Primary School

Trust/local authority: Astrea Academy Trust

Local music hub: Sheffield Music Hub

Music lead: Nicky Gawthroppe

Headteacher: Claire Costello

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	Music Development Plan
1 – Overall objective	Appreciation of and participating in Music allows opportunities for creative expression, and through responding to or making music we can articulate and understand our emotions and experiences. At Hartley Brook, we aim to develop mastery of core musical areas (understanding the musical elements of pitch, tempo, dynamics, texture and structure; participating in massed singing; responding critically to music), whilst providing all children with exposure to others (listening to a wide range of musical styles, genres and origins, and to a range of instruments; playing tuned and untuned instruments, as part of a class and individually; the history of music; using musical notation; composing and improvising music)
2 – Key components	<ul style="list-style-type: none"> • Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND is included • Classroom instrumental teaching in y1- kazoo, year 3-singing with a specialist teacher from Primary Robins • Links with external music organisations- Primary Robins Opera singing and Young Voices • Pupil Premium student engagement • Succession planning and CPD • Choir • Singing assemblies • Performance opportunities to parents • Musical engagement with feeder secondary school (Astrea Academy Sheffield) • Extra-curricular opportunities and performance provided by Rocksteady for optional tuition.
3 – Classroom instrumental teaching	<ul style="list-style-type: none"> • Teaching using glockenspiels, body percussion, claves as part of Music Curriculum, grounding children in understanding of rhythm, tempo, pitch, performance, structure, dynamics, timbre and texture • Whole class opera singing lessons in year 3 delivered by Primary Robins Opera professionals • Music and technology taught in years 2 and 4.

4 – Implementation of key components

Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND

Using our adapted Charanga curriculum for years 1,2,4, and 5. Weekly class lessons are 15 minutes, with weekly 15 minute singing assemblies. 2 afternoons per half term are spent on listening and appraising a musical style and composing in the style of the unit.

As part of the EYFS curriculum children are encouraged to sing and perform songs, rhymes, poems and stories as a group. Nursery rhymes and songs are incorporated into daily best practise including maths meeting and lessons. Children are also encouraged to listen to and move to music. This is done through exposure to different genres of music throughout the academic year which are sometimes linked to the topics covered. For example, Holst's Planets during the Space study, Flight of the Bumblebee during Growing and changing, Louis Armstrong's What a Wonderful World as part of PHSE.

Children are also supported to explore percussion instruments and encouraged to make their own shaken and tapped instruments. Instruments are also used to support children's listening and attention skills through sound discrimination games and activities.

EYFS children also learn about music from other cultures particularly those of personal significance. For example, in Reception during the Stories from Around the World topic children learn how to play the Djembe and learn a Nigerian song to perform.

Classroom instrumental teaching

As part of the Charanga curriculum, each year group uses glockenspiels to embed their understanding of music skills.

Links with external music organisations

Choir to participate in Young Voices. Children in Year 3 are learning from the Primary Robins Opera group. Some children access provision through Rocksteady group.

Pupil Premium student engagement

All pupils in the school will be offered the same core curricular learning opportunities. In addition to this, bursaries are offered by the Rocksteady music company for Pupil Premium children in ratio to those pupils being paid for by the school for the extra-curricular lessons.

Succession planning and CPD

All teaching staff to be provided with CPD to deliver the music curriculum effectively.
Attendance at Astrea Music Lead meetings, including yearly conference.

Choir

	<p>Choir in place for Years 3-6. Weekly practice throughout the year. Sessions include vocal warm up exercises. Choir to perform at Young Voices, an Astrea Sheffield concert, to the school and in the local community.</p> <p>Singing assemblies Weekly singing assemblies to continue. 15 minutes long. An assembly may consist of:</p> <ul style="list-style-type: none"> • vocal warm up exercises • learning traditional and contemporary songs • learning songs to support the learning <p>Performance opportunities The choir performs at Young Voices, an Astrea Sheffield concert, to the school and in the local community. Classes perform their song they have learnt in each unit to be recorded as an assessment. In EYFS to Year 2 children will perform a Christmas play including song and dance to the community. In KS1 children will also work towards sharing a performance in the summer with parents.</p> <p>Musical engagement with feeder secondary school (Astrea Academy Sheffield) Choir to perform at Astrea Academy Sheffield, in a concert which will include other Astrea primary schools.</p>
<p>5 – Communication activities</p>	<p>School website to include details of whole school music curriculum Sheffield Music Hub provision and Music after school clubs (inc. choir). Outstanding work and performances to be shared on the School Dojo and the school newsletter. Parents to be able to attend performances.</p>
<p>6 – Evaluation process for the success of the Music Development Plan</p>	<p>Termly meeting with Astrea Music Leads. Termly discussion with Sheffield Music Hub to evaluate provision, give feedback and receive support from the Astrea Music lead.</p>

<p>7 – Transition work with local secondary schools</p>	<p>Choir to perform at Astrea Academy Sheffield, in a concert which is to include exemplar performances from AAS secondary music pupils. Talented pupils to be identified and highlighted to secondary schools as part of the transition/information handover.</p>
<p>8 – Budget materials and staffing</p>	<p>Music lessons delivered to years 1-6 by class teacher or HLTA using resources from Charanga and PKC. Whole class music lessons delivered by Primary Robins Opera singers in year 3.</p>
<p>9 – Pupil Premium and SEND provision</p>	<p>Register of club participants to identify PP and SEND pupils</p>
<p>10 – Summary Action Plan</p>	<ul style="list-style-type: none"> • Confirm booking of Sheffield Music Hub teachers (<i>June 2025</i>) • Register for Young Voices 2026 (<i>July 2025</i>) • Publish school’s Music offer on school website Aut 1 • Identify talented & engaged pupils to access small group peripatetic teaching (<i>by June 2026</i>)