

Music Development Plan

| Details | Information |
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| Academic Year that this summary covers | 2026-2027 |
| Date this summary was published | 2026 |
| Date this summary will be reviewed | 2027 |
| Name of School music lead | Miss J Arnold |
| Name of local music hub | Tees Valley Music |
| Overall school scheme | Get set 4 music |

This is a summary of how our school delivers music education to all our pupils across three areas. 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.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------------|--|------------------|--------------------------|------------|-----------------------|----------------------|
| Schools Scheme – Charanga | | | | | | |
| Nursery / Acorns | Nurse Rhymes | All about me | Walking in the jungle | Journeys | Deep blue sea | Whatever the weather |
| Reception | Everyday life | Around the world | Space | Minibeasts | Traditional Tales | Circus |
| | Weekly singing – <ul style="list-style-type: none"> • Sing songs, speak chants and rhymes • Sing songs with a small range so-mi and then slightly wider including pentatonic • Sing a wide range of call and response songs • Develop awareness of high/low • Clap a steady beat with overs Move to different music | | | | | |
| Year 1 | Carnival Animals | Superhero's | Dinosaurs | Senses | Fantasy and adventure | At the seaside. |
| | Weekly singing – <ul style="list-style-type: none"> • Sing songs, speak chants and rhymes • Sing songs with a small range so-mi and then slightly wider including pentatonic • Sing a wide range of call and response songs • Develop awareness of high/low • Clap a steady beat with overs • Move to different music | | | | | |
| Year 2 | Folksongs | Oceans | The Great Fire of London | Toys | Four seasons | Jupiter |

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| | <p>Weekly singing –</p> <ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so • Sing songs with a small pitch range, pitching accurately • Know the meaning of dynamics and tempo and respond to directions/symbols • Play singing games using the so-mi interval • Respond to pitch changes with actions • Use vocabulary – high/low loud/quiet fast/slow | |
| Year 3 | All Year | |
| | <p>Weekly singing –</p> <ul style="list-style-type: none"> • Sing a widening range of unison songs with a pitch range of do-so • Perform actions confidently and in time • Walk, move or clap the steady beat with others, changing the speed as the tempo changes • Listen to and describe recorded music describing instruments used. • Listen to examples of fast (allegro), and slow (adagio) music using word pulse. • Describe music as loud (forte) or quiet (piano) • Listen for examples of unison music and layered harmonic music and music with a drone. • Describe music and high or low, rising or falling. • Describe simple structure eg different sections of music and repetition. • Develop pupils’ understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing | |
| | Spring 1 | Spring 2 |
| | <p>Ukulele</p> <ul style="list-style-type: none"> • Develop improvisation skills and invent short on-the-spot responses using a limited note range • Structure musical ideas to create music that has a beginning, middle and end • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do re mi) • Understand crotchets and paired quavers • Develop confidence in responding musically through strumming, plucking and quick on-the-spot musical techniques • Structure musical ideas by performing a variety of songs with different chord patterns • Combine simple rhythmic patterns with chords and gaining awareness of dynamic contrast, pitch and tempo | <p>Drumming</p> <ul style="list-style-type: none"> • Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following staff notation using a small range • Use listening skills to correctly order phrases using dot notation • Copy stepwise melodic phrases with accuracy at different speeds • Introduce the stave, lines and spaces, and clef • Understand crotchets and paired quavers • Apply word chants to rhythms |

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| | <ul style="list-style-type: none"> • Build instrumental technique by learning, applying and changing between basic ukulele chords with control and accuracy | |
| Year 4 | All Year | |
| | <p>Weekly singing –</p> <ul style="list-style-type: none"> • Describe/compare different kinds of music listening for instruments used - including rounds, partner songs and duets. • Listening for examples of static and moving harmony. • Listen for/describe examples of music getting faster (accelerando) getting slower (rallentando), getting louder (crescendo) and getting softer (decrecendo), • Develop pupils’ understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing • Describe/compare different kinds of music listening for instruments used - including rounds, partner songs and duets. • Listening for examples of static and moving harmony. • Listen for/describe examples of music getting faster (accelerando) getting slower (rallentando), getting louder (crescendo) and getting softer (decrecendo), • Describe music as legato (smooth) or staccato (detached) • Experience major, minor, pentatonic tonality. • Develop pupils’ understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing | |
| | Spring 1 | Spring 2 |
| | <ul style="list-style-type: none"> • Drumming • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. • Play and perform melodies following staff notation using a small range • Perform in two or more parts (eg melody and accompaniment) from simple notation. Identify static and moving parts • Copy short melodic phrases • Understand minims, crochets, paired quavers and rests • Read and perform pitch notation within a defined range • Follow and perform simple rhythmic scores to a steady | <p>Ukulele</p> <ul style="list-style-type: none"> • Compose music to create a specific mood, introducing major and minor chords • Improvise on a limited range of pitches on the instrument they are now learning • Begin to make decisions about the overall structure • Combine known rhythmic notation with letter names to create short pentatonic phrases • Develop fluency and control when responding musically through strumming, plucking and changing between chords on cue • Structure and perform musical ideas by playing songs, rounds and a variety of chord sequences with accuracy and awareness • Apply musical elements with increasing understanding including dynamics, pitch, tempo and texture when performing and listening |

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| | | <ul style="list-style-type: none"> Build instrumental technique by learning and applying gained knowledge to playing the instrument including becoming comfortable with difficult chords and chord changes |
| Year 5 | All Year | |
| | <p>Weekly singing – Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance Sing three-part rounds, partner songs and songs with a verse and chorus. Perform a range of songs in school assemblies and school performance opportunities Listen for layers of sound and how they create an effect - music in 3 parts and music in 4 parts. Experience playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant). Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p> | |
| | Autumn 1 | Autumn 2 |
| | <p>Ukulele</p> <ul style="list-style-type: none"> Improvise freely over a drone using tuned percussion and melodic instruments Improvise over a simple groove, responding to the beat and using dynamics Compose melodies using pairs of phrases in (e.g.) C major/A minor Working in pairs, compose a short ternary piece Use chords to compose music to evoke a specific atmosphere | <p>Drumming</p> <ul style="list-style-type: none"> Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the C-C' range. Understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple chordal accompaniments to familiar songs Perform a range of pieces as part of a mixed ensemble Develop the skill of playing by ear Understand semibreves, minims, crotchets and crotchet rests, pair quavers and semiquavers |
| | All Year | |
| Year 6 | <p>Weekly singing –</p> <ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance Continue to sing three and four part rounds or partner songs, and experiment with positioning singers randomly rather than in discrete parts Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience Listen to different styles/genres of music for Instruments used Experience ternary form, verse and chorus form, music with multiple sections Experience simple time, compound time and syncopation Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet) | |

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| | <ul style="list-style-type: none"> Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing | |
| | Autumn 1 | Autumn 2 |
| | <p>Drumming</p> <ul style="list-style-type: none"> Play a melody following staff notation on one stave as Year 5, making decisions about dynamics Accompany a melody using block chords or a bass line Engage with others through ensemble playing with pupils taking on melody or accompaniment roles Further understand all notes as before and their equivalent rests Further develop the skills to read and perform pitch notation within an octave Read and play confidently from rhythm cards and scores in up to 4 parts Read and play from notation a four bar phrase, identifying note names and durations | <p>Ukulele</p> <ul style="list-style-type: none"> Extend improvisation skills through working in small groups to: create music with multiple sections that include repetition and contrast Use chord changes as part of an improvised sequence Extend improvised melodies beyond 8 beats over a fixed groove Plan, compose and play an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety. Compose melodies made from pairs of phrases in (e.g.) G major/E minor Compose a ternary piece |

At Park End Primary School children are encouraged to explore a love of performing and music. Through an enriched music curriculum, the children at Park End Primary School are offered music lessons that include opportunities to sing, listen and compose their own music. Pupils at Park End Primary school participate in weekly singing lessons, where they perform and sing as a whole year group from Reception to Year 6. Children are exposed to musical instruments, where they learn to play solo and as part of an ensemble.

Percussion (Year 1) • Glockenspiel (Year 2) • Ukulele & Drumming (Year 3) • Ukulele & Drumming (Year 4) • Ukulele & Drumming (Year 5) • Ukulele & Drumming (Year 6). At Park End Primary we work in partnership with Charanga music to create and deliver skilled lesson. and whole-class music lessons.

Park End Primary partnership with Tees supporting pupils' pupils are provided learn to play musical experts. Park End fortunate to have specialists deliver across the whole performances take giving children the celebrate their singing friends.

| Assembly | Delivered by | Features |
|----------------------------------|---------------|---|
| Weekly year group singing | ER Music Ltd | -Nursery rhymes -Current pop music -Riddles -Following beats, tunes and rhythm Songs from a wide range of genres of music Songs with different moods/styles. |
| Weekly KS celebration assemblies | SLT | -Singing for pleasure |
| GETSET4MUSIC | Class teacher | -In line with the national curriculum |

School works in Valley Music Hub, musical gifts. Where the opportunity to instruments with Primary School are skilled music weekly singing lessons school. Christmas place each year, opportunity to with their family and

Musical performances

Pupils at Park End Primary school regularly perform to one another as part of their weekly singing lessons, delivered by skilled musical experts from ER music limited. During this time pupils learn tone, tune, pitch and listening. As well as providing children a range of opportunities to sing classical songs and current pop songs. At the end of each week children then perform their song choices in their weekly celebration assemblies led by SLT.

Children at Park End Primary school also perform Christmas performances where their families and friends are invited in to celebrate the children's talents and passion for singing. At Park End Primary School we celebrate children's talents and provide opportunities for solo performances.

Our school choir visit care homes regularly, where they sing and perform for the elderly. Offering the elderly a musical performance delivered by passionate performers. Children of Park End Primary School also take part in singing competitions and performances, visiting other schools and delivering a performance to other schools and families.

Pupils also work hard to create alongside their class teacher and musical experts an end of year musical performance. This time is used to celebrate the children's year of music, dedication and enjoyment. Inviting family and friends to join in with us in celebrating the children.

Instrumental Workshops:

At Park End Primary school children are given opportunities to learn to play instruments such as drums and Ukulele, we aim to give children even more opportunities to learn to play a vast range of instruments delivered by musical experts.

- *Percussion (Year 1)*
- *Glockenspiel (Year 3)*
- *Glockenspiel and drums Year 3*
- *Drumming/Ukulele (Year 4)*
- *Drumming/Ukulele (Year 5)*

- *Drumming/Ukulele (Year 6)*

In the future

At Park End Primary School, children love to sing. They thrive in their singing lessons and take pride in their performance. In the future, Park End Primary school hope to offer more opportunities for children to sing and perform and share their talents with their families and friends. Within music we aspire to deliver a curriculum that allows children to explore different musical styles and genres and expose the children to the beauty of songs, performance and instruments around us. We hope to provide children with the opportunity to explore their musical talents and enjoy developing their skills. With support from our Musical partners TVMS we are aspiring to offer children even more opportunities to play a vast range of musical instruments beyond what is already offered to them now. We also aim to ensure children learning to play Ukulele / drums will be able to host a musical performance for their families.