

Music development plan summary: St Leonard's Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Dionne Dunn
Name of local music hub	Sunderland Music Hub
Name of other music education organisation(s) (if partnership in place)	Create 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. 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.

Curriculum - At St Leonard's, we use the BCCET curriculum continuity documents across the school. Partnered with the online learning platform Charanga as well as Musical Mates, children are exposed to a rich and varied musical diet.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). 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, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Our music curriculum endeavours to expose children to a rich diet of a variety of genres, composers and great musicians. We promote confidence, creativity and

resilience through a range of opportunities and encourage the children to celebrate their unique gifts and talents.

Music is delivered weekly during designated half terms throughout the academic year. Lessons follow an established, consistent structure that is practical, interactive and allows children to apply their knowledge and interpretation of all key musical skills: listening, appraising, improvising, composing and performing.

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school.

Through carefully planned lessons we aim to ensure that all pupils:

- Appreciate and accept a diverse repertoire of music that encourages rich connections with history, culture and their society.
- Develop a secure, musical knowledge that underpins all interrelated dimensions.
- Reflect upon their work, the work of their peers and work of other composers and musicians; utilising effective musical terminology throughout this process.
- Have the opportunity to access a range of instruments and refine the appropriate skills to use their preference competently and with confidence.
- Value the importance of music as a way to express ourselves freely and creatively.

Lesson Delivery – Within each music session there will be the following elements: 1. A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work; 2. A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit. 3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work. 4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

SEND – All children will be given the opportunities to take part in music lessons and we will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons.

Assessment – Assessment for Learning practices within class and group sessions enables on-going assessment and feedback. Children are identified as being working below, working at or working above the expected standard for their age group in relation to the National Curriculum or Foundation Stage Framework and this is shared with parents in the end-of-year report.

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.

Musical Mates has provided various workshops, whole-class tuition and private lessons in recent years which includes the opportunity to learn to play the guitar, keyboard drums and percussions. Children regularly perform in celebration assemblies to show what they have achieved in their music lessons and parents are invited share in this. We have recently begun working with Create Music in place of Musical Mates.

We regularly have year group performances for parents where children express themselves using music and dance to showcase their learning. At Christmas, EYFS showcase a Nativity and other year groups take part in Christmas themed performances.

We offer extracurricular activities such as Choir Club where the children are given opportunities to perform in a range of venues across the North East.

During weekly Celebration of the Word, children are encouraged to sing hymns and we regularly visit the local church where children will sing hymns and carols.

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.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music making, through support at events and through home learning.

In the future

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

- Classroom teachers to receive CPD to increase confidence in the delivery of lessons
- Pupil Premium – budget to be reviewed and ensure equality of provision for those who cannot afford paid-for-tuition
- Apply for grants and funding to provide children life experiences such as visiting the theatre and watching a live orchestra
- Performance opportunities – broaden the opportunities for performance with more extra-curricular clubs including dance and drama

Further information (optional)

Please see the website for further information such as the BCCET Trust-wide Curriculum overview.

Please see Sunderland Music Hub's website for their local music in education plan.

The Department for Education also 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.