

Music development plan summary

Ponteland Primary School 2025/26

Overview

Detail	Information
Academic year that this summary covers	2025/26
Date this summary was published	Sept 2025
Date this summary will be reviewed	Sept 2026
Name of the school music lead	Paige Madderson
Trust Director of Music	Karen Wigham
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	MPN
Name of other music education organisation(s) (if partnership in place)	RockSteady

Ponteland Primary school embraces music as a highly valued part of a broad curriculum and a subject which can enhance the development of the whole child. It is our aim that every child at Ponteland Primary School engages in quality music education from their entry until the end of KS2 in Year 6.

We believe that an effective Music Education should:

- Be a vehicle in the enhancement of the physical, social, and cognitive development of children.
- Be a reflection of the culture and society we live in, therefore providing children with a better understanding of their world.
- Be a unique way of communicating which can inspire and motivate people
- Be a means of personal expression
- Be all inclusive and enjoyable.
- Be respected as an academic and demanding subject, in line with other areas of the school curriculum.

Our aim is to:

- Provide opportunities for all children to create, play, perform and enjoy music,
- Introduce children to a wide variety of musical forms and styles,
- Aid the development of language and listening skills so that children can talk about, understand, and make judgements about the quality of music they hear.
- Plan musical activities, which give pupils a chance to develop transferable skills and develop the 'whole' child.
- Give children opportunities to explore and understand how sounds are made and can be organised into musical structures.
- Develop the interrelated skills of : Performing, Composing, Notation, Listening and Appraising
- Nurture a pupil's sense of self and allow them to develop and explore their own abilities

Curriculum music:

Our music curriculum has been developed to meet the requirements set out in the National Curriculum, as well as the guidance published in the Model Music Curriculum (March 2021).

Singing:

Singing lies at the heart of our school community. Singing assemblies are led across KS2 by the school Director of Music, as part of the weekly timetable. Singing is very much valued as an important and effective part of school life. We are collating a bank of songs to ensure that childrens' singing skills show progression, as outlined within the Model Music Document.

[LINK TO SINGING DOCUMENT](#)

Our singing teaching focuses on developing:

- The ability to listen, internalise and to sing in tune and with other people.
- An understanding of pulse and pitch.
- An understanding of musical notation
- Language skills
- Knowledge of other subject areas (for example learning songs about WW1/coal mining/global warming/refugees, etc)

Weekly Class Music Provision/Topics:

Weekly music lessons are delivered by class music teachers across KS1 and in Year 3. Our school Director of Music delivers lessons in Years 4,5 and 6. Children in KS1 and 2 receive an hour of curriculum music per week, some of this time incorporating singing sessions.

Across EYFS music is mainly taught in a 'discreet' way, with a sense of pitch, pulse, internalisation of sounds and participation skills being taught mainly through singing activities as part of the daily routine. Percussion instruments, their sounds and identification are also introduced during Rec/Y1 through exploration of rhythm patterns and improvisation.

[LINK TO EYFS DOC](#)

A 'Progression of Expected Skills in Music' document has been developed:

[LINK TO PROGRESSION OF MUSICAL SKILLS DOCUMENT](#)

This is followed throughout Key Stages 1 and 2. In this document, musical skills have been split into progression strands titled: Performing, Composing, Notation, Listening and Appraising. Clear end of year expectations are set out in the document. Planned Music Topics which link to the progression document, ensures that there is progression of musical skills in each stand and throughout each year group. Here is an overview of the Music Topics and end of topic aims for years 1-6: [MUSIC TOPIC OVERVIEWS](#)

Our school is well resourced with a range of instruments being used across the topics in each year group. In KS1 an increasing variety of percussion instruments are introduced, including the introduction of pitched percussion. In KS2, various pitched instruments are used to further develop composition and notation skills. These include: chime bars, xylophones and keyboards. Year 4 children also learn to play the Descant Recorder for at least a term as part of their music topic work.

Evidence and Assessment:

Evidence in music is kept in a variety of forms.

When appropriate, sample paper copies of notation of compositions are kept in the music department. This is sometimes in the form of photographic evidence, particularly in KS1.

Performances of group, paired or individual compositions are recorded on staff ipads and sample sets of recordings (to show a range of abilities and the ways in which work is differentiated) are kept as evidence of topics covered and work produced.

In KS2, topics usually last a number of weeks, culminating in a final performance. Classes follow the same topic plan, but each week, feedback and support are given to individual pupils and the tasks are differentiated as the project unfolds, ensuring that ALL pupils end up with a completed composition which they are comfortable performing. Visual aids, adapted tasks and the use of different/alternative pitched instruments are available for children to use, to ensure success.

Children are encouraged to talk about their own compositions, and those of their peers, using an increasing range of music subject specific vocabulary throughout the year groups (vocabulary appropriate to each topic/year group is included in our school planning grid).

How do we support children with SEND within the music curriculum?

We recognise that in all classes, children have a wide range of musical abilities, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways.

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty
- Sometimes grouping children by ability and setting different tasks to each ability group.

Extra-curricular music

At Ponteland Primary School we offer a range of extra-curricular music clubs. Although these vary according to demand and needs, we currently have a thriving KS2 school choir and KS2 instrumental ensemble. These groups take place once a week at lunchtimes and after school.

Provision for learning Violin, Guitar, Flute, Clarinet, Guitar, Keyboard, Saxophone, Trumpet, Trombone and French Horn is also provided for Key Stage 2 pupils. These instrumental lessons are provided by peripatetic teachers from our local music Hub, Music Partnership North as well as some self employed music teachers. Parents are required to pay for these lessons, but our school provides financial support for FSM pupils.

Children can also access sessions run by our partners Rock Steady Music, offering the chance for children from both KS1 and KS2 to create and perform as part of a Rock Band, also having the opportunity to perform for their parents on a regular basis..

Musical experiences

We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence and musical development of all children. We believe that, as part of providing a high-quality musical education, pupils must be provided the opportunity to be inspired by professional musicians in a wide range of musical genres. We are currently developing links with Scottish Opera, Opera North and The Sage Big Sing Project and seek out opportunities which enable our children to experience live music performances.

We actively seek opportunities for our pupils to regularly perform in public concerts as part of the Pele Learning Trust, as a means of heightening the profile of music within our school, as well as to inspire more children to want to participate.

Performing Opportunities	Year group/s	Charging information
Christmas Pele Trust concerts	KS2 Choir	Free
Summer Pele Trust Concerts	KS2 Choir	Free
Christmas performance	EYFS KS1 KS2	Free
Recorder performance at the end of Autumn term to showcase First Access Recorder tuition	Year 4	Free
Class end of year assemblies (July)	EYFS KS1 KS2	Free
Year 4 opera performance	Year 4	Free
Pupils learning instruments performing in Music assemblies	KS2	Free
Rocksteady end of term concert for peers and parents	Reception - KS2	Free

Plans for the Future:

In the future we will continue to develop our music curriculum by:

- Continue to develop 'Cracking Composers' within music assemblies, to allow children to develop an understanding of the History of Music, by learning about key composers, their music and their place in time.

[LINK TO EXAMPLE OF CRACKING COMPOSERS](#)

- exploring opportunities for music technology to be used within music topics, such as use of apps or recording equipment to change and adapt composed music.
- Providing more opportunities to watch live performances, both in school and in local performance venues (*budget dependant*)
- Plan and develop a weekly singing assembly for Reception and KS1.
- Continue to develop KS1 choir and singing opportunities
- Develop EYFS music curriculum