

Asfordby Hill Primary School - Music Development Plan

Music lead: Phil Millward

Music specialist (if applicable):

Headteacher: Mrs Phil Millward

Local music hub: Leicestershire

Date written: June 2025

Review date: June 2026



Individual Value - Valuing Individuals

<p>1 – Overall objective/vision</p>	<p>At Asfordby Hill, we believe that music is a universal language that embodies one of the highest forms of creativity. We aim to provide a high quality music education that engages and inspires all pupils to develop a love of music and their talent as musicians, and so increase their technical skills, self-confidence, collaborative skills, creativity and sense of achievement. As pupils progress, we support them to develop a critical engagement with music, encouraging them to compose, and to listen with discrimination to the best in the world’s diverse musical repertoire. Music can bring people together. Through shared experiences of singing, composing, listening and performing we aim to develop a thriving community that loves all that music can offer.</p>
<p>2 – Key components</p>	<p>Our music curriculum has its roots in the National Curriculum (2013). We use the excellent scheme Charanga as a base and resource but heavily supplement it with our own teaching ideas and style to meet the needs of our children. Curriculum music is taught every week, usually during the second half of each term. Whole class instrumental tuition is given on the recorder in Years 2,3, and 4 and on the Ukulele in Years 5 and 6.</p> <p>At AHS, substantive knowledge in music is based mainly around the inter-related dimensions or the components of music. Children will learn about these components through strands such as singing, composing + improvising, listening and evaluating, and performing. They can begin to interpret and use them, begin to think like musicians, and create, from a rich knowledge base, original pieces of music and performances.</p> <p>Our curriculum is one of an accumulation of knowledge - it builds on prior learning and skills where teachers ensure that children are given frequent opportunities to elicit and practice previously taught material.</p>
<p>3 – Classroom instrumental teaching</p>	<p>Year 1 Glockenspiel Years 2,3 and 4 recorder (and glockenspiels and non-pitched instruments) Years 5 and 6 Ukulele (and glockenspiels and non-pitched instruments)</p>
<p>4 – Implementation of key components</p>	<p>See Music Curriculum and Progression maps.</p>
<p>6 – Evaluation process for the success of the Music Development Plan</p>	<p>This plan will be evaluated by both the HT and the music lead annually at least but regular updates as part of school engagement for PP children, SEND pupils and long-term planning for the curriculum including extra-curricular events and trips will be ongoing and added to the evaluation.</p> <p>Music will have regular staff meeting CPD time at which point actions on the MDP will be evaluated for progress and potential growth.</p>

7 – Opportunities to be involved in the local community	Our children are involved in different community events for example the ‘Christmas light Switch on’ or the ‘Mayor’s Candlelight Concert’. We also invite children from our local nurseries to come and watch our annual EYFS nativity production. It is our aim to increase these opportunities by liaising further with our Secondary Schools to ensure transition is smooth.
8 – Pupil Premium and SEND provision	Our music provision is wholly inclusive. Adaptations are made to ensure all children can access the music curriculum and experience success. All children have the opportunity to take part in musical activities outside the classroom and we ensure that 1:1 and small group peripatetic instrumental lessons are available to all by subsidising costs. Instruments for whole class tuition are provided by the school.
9 – Summary Action Plan	<p>We have the following actions identified for the year 2025 – 2026 to improve our provision of music:</p> <ul style="list-style-type: none"> • Deliver CPD to teachers increasing their knowledge of a) notation, b) musical vocabulary and c) creating music • Seek further opportunities for children to work alongside musicians of all abilities in the community and experience a wider variety of live performances

Useful links

[The power of music to change lives: a national plan for music education](#)

[Building a musical culture in a primary school – the nuts and bolts for success](#)