

Music development plan summary: Draycott and Rodney Stoke First 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	July 2026
Name of the school music lead	Matt Edwards
Name of school leadership team member with responsibility for music (if different)	Sarah Netto
Name of local music hub	Octagon theatre (Somerset Council)
Name of other music education organisation(s) (if partnership in place)	NA

Part A: Curriculum music

At Draycott and Rodney Stoke First School, we follow the Singup Music scheme across the school. This scheme of work fulfils the statutory requirements of the National Curriculum.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Singup Scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term. Music is taught as a discrete lesson usually lasting 30 minutes for EYFS and 45 minutes for KS1 and KS2.

The Singup music curriculum has been developed to encourage and support singing and musical learning with children and young people so that they:

- Learn to sing well and enjoy singing
- Develop musical skills and understanding
- Experience the wider learning and developmental benefits that singing and music making provides
- Experience long-term benefits to their health and well-being

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

Singup supports our fully- integrated approach to musical development, connecting the interrelated strands which together create engaging and enriching learning experiences:

- Singing
- Playing
- Composing
- Improvising
- Listening
- Appraising

Singup provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The two year programme for mixed aged classes is organised into four phases. EYFS, KS1, Lower KS2 and Upper KS2. Within each phase, there is a two year teaching cycle (Year A and Year B), which has been devised to cover the expectations of both the National Curriculum for Music and the Model Music Curriculum.

Units for each phase are organised into 6 and 3 lesson blocks, with the equivalent of twelve weeks teaching each term.

Over the course of each phase, children will cover the appropriate musical learning, revision of concepts, repetition, and the regular practising of skills that are essential for effective musical learning.

Part B: Co-curricular music

Outside of planned music lesson time, children can access music tuition with a visiting teacher for piano.

We have a singing assembly every Monday afternoon for 20 minutes led by the music lead. The children can choose pieces of music to listen to and appraise. They learn Christian hymns for use during collective worship and learn songs for different events/seasons or occasions throughout the year.

This year a percussion group is hoping to be set up for children to join in with during an outside lunchtime.

Part C: Musical experiences

This year the children will be experiencing or taking part in;

- Carols around the Christmas tree.
- EYFS nativity performance.
- KS1 & 2 christmas performance.
- Singing at the local nursing home.
- Secondary school choir visit.
- Cathedral school visit.
- Parent musician visits.
- Singing assemblies.
- Singing every week in church.
- Watching a Christmas pantomime show.
- A possible end of year music festival.

In the future

We hope to introduce this year;

- Recorder sessions for year 4 children once a week.
- Online learning through Singup for children to access at home.
- EYFS to have their own set of instruments to access during their continuous provision times.
- Making connections with local schools to share performances.
- Trip to a concert or musical show, possibly to the middle school.
- End of year music festival for fundraising.

- Monitor music teaching to ensure excellent teaching and learning in music.
- Ensure CPD opportunities for all staff in teaching music.
- School singing performance each term to parents – parents attending collective worship and joining in with hymns.
- Increasing music lesson time for KS1 and 2 to 1 hour as recommended by the music
- Music interest and celebration display in whole school area within the school.

Further information (optional)