

Music development plan summary: The Pochin School



Overview

| Detail | Information |
|--|----------------|
| Academic year that this summary covers | 2024/25 |
| Date this summary was published | October 2025 |
| Date this summary will be reviewed | September 2026 |
| Name of the school music lead | Melanie Evans |
| Name of local music hub | Leicestershire |
| Name of other music education organisation(s) (if partnership in place) | |

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

At The Pochin School, we use the Leicestershire Music Scheme across the school. 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 great composers and musicians.
- Learn to sing and use their voices, create and compose music individually and collaboratively, have the opportunity to learn a musical instrument, use technology appropriately, and 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.

Throughout school, the scheme aims to make teaching music simple with engaging lessons based on popular themes, from animals and seaside to space and superheroes, all supported by teacher videos.

Within each music session, there will be the following elements:

1. A clear Learning Objective with focused success criteria used by both the teacher and the children to assess the lesson's work.
2. A recap or introduction starter that 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. Exposure to new learning or learning in sequence and how it fits within our theme of work.
4. Various assessment questions and prompts to get children thinking deeper about the skills they have learnt.

We teach music in the Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.' We have decided to use the Leicestershire Music Hub for our lessons and will focus on percussion e.g. samba drumming, djembe drumming and glockenspiels. Due to how the classes are organised within school, we have adopted a three-year cycle in this area of music. In 2025/6, the children in Years 3, 4 and 5 will take part in tabla drumming lessons.

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.

We run weekly singing assemblies to prepare for celebrations such as Harvest Festival, Christmas, Easter and Founders Day. These are all performed at the local church in front of the wider community. During the course of the year, pupils in Key Stage 2 also have the opportunity to perform with our school choir or as part of the Young Voices Choir.

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.

Singing Assemblies are a weekly highlight and Autumn term rehearsals for our Harvest Festival, Nativity and Carol Concert ensure children develop their singing to a very high standard. These performance opportunities are a highlight of our school year.

Across all key stages, children have a range of opportunities to experience live musical theatre performances e.g. visiting pantomimes. Visitors are also used to enhance the music curriculum where appropriate e.g. KS1 Diwali Music and Dance workshop.

Opportunities are available through clubs and enrichment programmes such as small group or individual guitar/ukulele and drumming lessons. We also invite parents/carers and the wider community to attend showcases where the children perform.

In the future

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

Continued Professional Development

- Plan CPD for staff to increase confidence in delivery of curriculum music
- Review and refine the music curriculum and how progression is built on within the music curriculum (implementation of Leicestershire Music Hub planning)

Musical Engagement

- Work with feeder secondary schools to find opportunities to support transition.
- Ensure that the Curriculum Enhancement provision at the school has music opportunities built in e.g. visiting orchestra or band

Fundraising

- Work in collaboration with the Pochin PTA to raise additional funding for music so that we have a wealth of wider opportunities.