

# Music development plan summary: Hayward's Primary School

## Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Suzie Yates
Name of school leadership team member with responsibility for music (if different)	Andy Smith
Name of local music hub	Devon Music Education Hub
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

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.

### Our School Curriculum

Our Music curriculum can be found by clicking on the following link:

EYFS Music can be found here - [8B0BDA9A8D91F9988B1E7B7C6485DB03.pdf \(haywards.org\)](#)

Y1 to Y6 Music can be found here - [E4700F21534B3DFB2665CD75CB93B960.pdf \(haywards.org\)](#)

Our Music page on our school website can be accessed by clicking here:

[Hayward's Primary School - Music \(haywards.org\)](#)

**Time allocation for music teaching:**

EYFS – 20 minutes per week.

Y1 to Y6 – children have access to at least an hour of music. For some year groups, particular those who have lessons in the morning, their lessons are 1 hour and 15 minutes. In Year 5 and Year 6, this is increased by the children attending a Year 5 and Year 6 choir for 30 minutes per week. All children also attend a 20 minute singing assembly once per week.

Lessons are delivered by a music specialist who works at the school three days a week.

**Our Intent:**

- We want our children to love Music. We want children to develop their self-confidence, creativity and sense of achievement through their Musical experiences at our school.
- We want children at Hayward's to listen to and engage with live music. We want our children to get opportunities to listen to live musicians and to be inspired to take up instruments themselves.
- We want children at Hayward's to have had the opportunity to learn a range of instruments, from the different instrument families. We want children to become excited about taking the instrument further and to undertake lessons both within and outside of school.
- We want children at Hayward's to be experiencing the music of quality composers in their music lessons. Children will be given the opportunity to listen to music (extracts and whole pieces) from a range of genre and to talk about how the music makes them feel.
- We want children at Hayward's to read musical notation, to be confident in recording their ideas and to perform from notation, recorded in a range of forms.
- We want our children to sing and to develop the full range of musicianship skills needed to be confident vocal performers.
- We want our children to gain confidence from performing to audiences and provide opportunities for our choir to perform in the wider community.
- We want children to engage with music outside of school and provide opportunities, through assemblies and wider school communication available to the children outside of school.
- We want to support our children in acquiring, through discussion, a rich vocabulary about features of musicianship and how music makes us feel. We want children to be able to talk about the subtleties of music

## Our Music Curriculum

We have designed our music curriculum based on the needs of our pupils. We have carefully considered the knowledge that we would like them to obtain, this includes music form and structure, including notation, but also includes the instruments, composers and music that we would like to children to experience during their time at primary school.

Each year group has a key set of skills, knowledge and vocabulary that they work towards achieving each term.

KEY STAGE	YEAR GROUP	MUSIC CURRICULUM					
1	ONE	AUTUMN TERM		SPRING TERM		SUMMER TERM	
		Ourselves, Number, Animals, Weather and Machines Subject links: English, Maths, PE, Geography, PSHE		Seasons, Our School, Patterns Subject links: Science, Geography, Maths		Storytime, Our bodies, Travel, Water Subject links: English, Science, PE, Art	
		KNOWLEDGE	VOCABULARY	KNOWLEDGE	VOCABULARY	KNOWLEDGE	VOCABULARY
		<p><b>SINGING SONGS</b> I know that 'melody' means 'main tune' and can recall and sing a melody accurately and follow the pitch with hand movement.</p> <p><b>READING and WRITING NOTATION</b> I know that there are images/symbols which indicate that the pitch should increase or decrease. I know that I can adjust my singing voice to match the image that we have created.</p> <p><b>EXPLORING SOUNDS, MELODY and INSTRUMENTS</b> I know what tuned and untuned percussion instruments are and can identify some of them by sound and sight (Shaker, Scraper, Drum and Claves).</p> <p><b>CONTROLLING PULSE and RHYTHM</b> I know which instruments make a short and long sound and why. I know that all music has a pulse/beat and that the pulse/beat can become faster or slower. I know that a rhythm is a strong, regular repeated pattern of movement or sound.</p> <p><b>LISTENING, MEMORY and MOVEMENT</b> I know about noteworthy composers and musicians including Grieg and Beethoven and listen to their music.</p> <p><b>PERFORMANCE and EVALUATION</b> I know how to talk about things that I enjoy, things that I don't enjoy.</p>	<p>Pitch, Beat/Pulse, Rhythm, Tempo, Percussion, melody.</p> <p>Shaker, Scraper, Drum, Claves</p>	<p><b>SINGING SONGS</b> I know that when I sing with others I need to produce the same note. I know that pitch means where a note is high, low or anywhere in between.</p> <p><b>CONTROLLING PULSE and RHYTHM</b> I know that music has a pulse/beat normally is made up of 4/4 or 3/4 pulse. I know how to recognise where the strong beats are when listening to a piece of music and I can play along with it. I know that I can produce different rhythmic patterns using long and short notes. I know that I can produce different rhythmic patterns using long and short notes.</p> <p><b>READING and WRITING NOTATION</b> I know how to produce long and short notes from graphic scores that have been created by the class.</p> <p><b>EXPLORING SOUNDS MELODY and INSTRUMENTS</b> I know that I can change the dynamic/sound of instruments by playing with a heavy or lighter touch. I know that loud in music is described as forte (f) and quiet is described as piano (p). I know that sounds can be produced with items other than instruments, including body percussion.</p> <p><b>LISTENING, MEMORY and MOVEMENT</b> I know about noteworthy composers and musicians including Saint-Saëns and Tchaikovsky and listen to their music.</p>	<p>Pitch, beat/pulse, Rhythm, Melody, Tempo, louder/quieter, higher, lower.</p> <p>Triangle, Tambourine, Wood block</p>	<p><b>SINGING SONGS</b> I know when is the best time for me to breathe when I sing. I know how to follow instruction when to change the pitch of the notes I sing.</p> <p><b>READING and WRITING NOTATION</b> I know that on a musical stave a repeated sound is represented by the same note a small increase in pitch is shown by a note moving up the stave and a small decrease in pitch is shown by a note moving down the stave.</p> <p><b>EXPLORING SOUNDS MELODY and INSTRUMENTS</b> I know that there are many different sound sources. I know the names of some of these sound sources and can describe the sound that is produced using effective adjectives. I know how to play long and short notes when I see them represented on a graphic score.</p> <p><b>LISTENING, MEMORY and MOVEMENT</b> I know key instruments of the orchestra (Violin, Flute and Piano) and can recognise them by sound and sight.</p> <p><b>PERFORMANCE and COMPOSITION</b> I know how to compose and perform with others, using different tempo, timbre and texture.</p>	<p>Long and short, Tempo, Pitch, higher and lower, Volume, louder and quieter Rhythm and beat/pulse</p> <p>Shaker, Scraper, Drum, Claves Triangle, Tambourine, Wood block, Tambour, Glockenspiel, Chime bars, Indian bells, Cymbal Violin, Flute, Piano</p>

Within every term, children will develop their knowledge and competence in:

- SINGING SONGS
- READING and WRITING NOTATION
- EXPLORING SOUNDS, MELODY and INSTRUMENTS
- CONTROLLING PULSE and RHYTHM
- LISTENING, MEMORY and MOVEMENT
- PERFORMANCE and EVALUATION

Music Express is a scheme which supports the delivery of the teaching of music.

At Hayward's we believe that "Excellent music education opens opportunities, but it is not simply a means to an end: it is also an end in itself. It gives children and young people an opportunity to express themselves, to explore their creativity, to work hard at something, persevere and shine. These experiences and achievements stay with them and shape their lives" (DfE, 2022) This is important for all our pupils, particularly those with SEND. **We Have high expectations for what SEND children and young people can achieve in music.**

All pupils, regardless of need, take a full and active part in the school's music curriculum. We look to ensure that we make the necessary adaptations to our music teaching in the following ways:

- By ensuring that key elements of a child's My Plan are implemented within the teaching and learning.
- By ensuring that we have clear aims for the session and a clear understanding of what success looks like (WILF) for all pupils.

- By ensuring that transitions between parts of the session are clearly identified.
- Ensure that the curriculum is delivered in manageable chunks and that consideration is given to the sensory needs of pupils before, during and after the session.
- Provide specially adapted instruments, should they be required.
- By providing varied resources – using appropriate instruments and other equipment. For instance, having soft beaters for playing hand drums as some young people (e.g. with autism) may not like the feel of a drum; **thinking about using difficult colour background paper for scores and documents used within lessons**; thinking about instruments that might make enticing sounds and also be physically accessible and enjoyable to play.
- Provide aids (such as ear defenders) to support pupils who may find the acoustic levels of a session challenging.
- Having a dedicated music teaching room, where children develop their understanding of the way the space operates from a very young age. We have considered the acoustics of the space to ensure that there isn't too much of an echo to trouble to those who find loud uncontrolled sounds disturbing.
- Provide enlarge versions of notation should they be required.
- Group children in mixed-ability groups to ensure that peer support can be provided for pupils if needed.
- Additional teacher coaching, within the session, and outside of the session, if required, to ensure that pupils can achieve success.

### **Opportunities to Sing or Play an instrument:**

All children attend weekly singing assemblies at Hayward's.

Singing is a feature in almost all music lessons.

All children, from **Y3** to Y6, have the opportunity to learn a musical instrument at least once a year, as we borrow instruments from Devon Music Education Hub (DMEH). Children have had the opportunity to learn Steel Pans Clarinets, Alphasaxs, Ukuleles, Samba Drumming, Ocarina, Recorders and many other instruments whilst at Hayward's. Children also access a range of classroom-based instruments (e.g. glockenspiel, xylophone etc) within their weekly music lessons.

## **Part B: Extra-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.

In addition to the music that is taught in lesson time, children have the opportunity to learn the following instruments:

- Piano (including one-to-one and small group tuition)
- Drumming (including one-to-one and small group tuition)
- Saxophone (including one-to-one and small group tuition)
- Guitar (including one-to-one and small group tuition)
- Violin
- Brass (Trombone)

Children can apply to rent an instrument payable termly for a reduced fee with Devon Music Education Hub (DMEH).

Children with Pupil Premium receive further discount to make it affordable.

In some cases we have funded private music lessons for pupils.

We also offer an **after school music ensemble group, provided by an organisation, local to CREDITON**, for children who show an interest and flair for instrumental work in their music lessons. Children can hire/purchase instruments from CREDITON Youth Orchestra which can be used in this ensemble. The children have a term of lessons, which culminates in a whole school performance.

Children in Year 5 and Year 6 participate in the school choir. All pupils take part in this and there is no charge as it takes place during curriculum time.

## 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.

The following musical experiences are planned for the academic year:

Singing assembly (all children involved)

Nativity Performance (EYFS involved and whole school watches/audience watches)

Year 1 Christmas Show (Year 1 involved and shared with families)

**Year 2 Christmas Show (Year 2 involved and shared with families)**

Year 6 Musical (Year 6 involved and whole school/audience watches)

Y2 to Y6 Christmas Service Performance at the Parish Church.

Y5 and Y6 Christmas Light Switch On.

Y5 and Y6 Carol Singing.

**Mixed year group performances at music concert.**

Instrumental Performances - Once a year, children who learn instruments will perform in front of their peers. This gives them the opportunity to perform and share their developing talents but also, potentially, encourages others to consider taking up a musical instrument. Following the assembly details of lessons and costs are sent out to families via the school newsletter and parentmail.

With the support of external funding, we will be sourcing Sonoprano to provide music workshops which all children can actively engage with.

In addition, we look for local groups, for example the QE Jazz Band, Town Band and Crediton Youth Orchestra who come in and perform to the pupils.

All of the above events are free to attend. Parents are notified of ticket availability and many of the events are put on multiple evenings/different times of day for children to attend.

#### **Partnerships the school has to support musical experiences:**

We have a partnership with the Crediton Youth Orchestra, who run the ensemble groups after School for a small fee, with the aim of getting children to join the Orchestra once they have had 6 weeks of lessons.

## **In the future**

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

Over the next twelve months, we will be looking to:

Map performances over the course of the year which children can enjoy. We want to increase their cultural capital by exposing them to music and music genres/performances that they will not have experienced before.

Look for additional opportunities for extra-curricular music groups which could run across the school.

Look for additional instrumental tutors who can provide teaching with other instruments.

## **Further information (optional)**

The Department for Education 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. This also includes details of how families can obtain financial support to help with musical instrument purchase.

[What the national plan for music education means for children and young people - GOV.UK \(www.gov.uk\)](#)

Devon and Torbay Music education Hub can be accessed by clicking on the following link:

[Home - Devon and Torbay Music Education Hubs](#)