

Music development plan summary: Anker Valley Primary Academy

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Maria Hamblin
Name of school leadership team member with responsibility for music (if different)	Maria Hamblin
Name of local music hub	Staffordshire Music Hub
Name of other music education organisation(s) (if partnership in place)	Rock It Music

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.

At Anker Valley Primary Academy, we have designed a curriculum with a strong emphasis on listening and appraising and providing opportunities for our pupils to learn to play and perform a variety of tuned and untuned instruments. In addition to this, our children are exposed to a wide range of music genres from around the world, which they have the opportunity to critique. This approach ensure that our pupils develop a broad and deep understanding of music, fostering a lifelong appreciation and love for the subject.

Our approach to the music curriculum ensures that it is taught discretely to ensure depth and rigour. Each year group throughout the school has a minimum of 1 hour of music weekly, which includes whole class ensemble practice with Rock It Music Services.

Our music curriculum is underpinned by the accelerated learning approach to teaching and learning. The Anker Valley progressive curriculum document supports the

progression of substantive content and concepts, which have been carefully selected and well sequenced, so a child should no more and revisit knowledge and concepts to ensure depth and rigour over time. The key concepts, principles and themes have been developed from the National Curriculum into a range of progressive knowledge and skills through which the children are helped to grow and develop to succeed in 21st Century Britain. This progressive curriculum allows a purposeful way of teaching and learning, enabling us to provide a more meaningful and sequential approach to the scheme for music.

Music in EYFS

We teach music in 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. Children's standards and achievements in Music are assessed in line with the Trust's Assessment Policy.

Our music curriculum sets out pathways for progression that enables pupils to develop their musical knowledge. As a result, the progress of children in music requires them to develop musically across 3 pillars that interrelate in musicianship:

- Technical development for pupils to translate their intentions successfully into sound.
- Constructive development for pupils to understand how musical components come together both analytically and in the creative process.
- Expressive development to allow children to focus on the more indefinable aspects of music (quality, meaning and creativity).

At Anker Valley Primary Academy, we have segmented these pillars further to scaffold and support pupils' development in music into 6 key areas:

- Singing
- Listening
- Composing
- Musicianship
- Performing
- Musical History

Our music curriculum content supports pupils in developing these 3 essential pillars, which in turn support the activities of performing, composing and listening. As a result, the music curriculum we offer is designed to meet the needs of all our pupils. It is rich, varied, imaginative and ambitious and meets the needs of individual learners but can be easily adapted for pupils with additional needs.

Our curriculum is ambitious for all pupils, including those with SEND. Teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupils' individual needs are considered, and adaptations are planned to ensure the success of pupils in all subjects.

The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge. Where pupils are identified with having complex needs, it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil.

Adaptations may include supporting pupils to pay attention to key aspects as well as reducing excessive or unhelpful demands on working memory. Time is also planned to ensure pupils with SEND are pre taught instructions and vocabulary to support their understanding.

In terms of qualifications and awards, our pupils can achieve qualifications by participating in music related nationally recognised awards. These opportunities not only recognise their achievements but also motivate them to strive for excellence in their musical endeavours.

In summary, our music curriculum is designed to provide a robust and comprehensive music education that nurtures the musical talents and interests of all our pupils. By focusing on listening and appraising and ensuring a structured and progressive approach to teaching music, we aim to develop well rounded musicians who appreciate and engage with music at a deep and meaningful level.

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.

Rock It Music (in addition to weekly lessons) has provided various workshops and after school tuition in recent years, from performance in assembly to whole class music tuition. Their whole-class tuition programme has provided high-quality music education, tailored to meet the needs of our pupils.

We offer extracurricular activities including singing and recorders and an increasing proportion of pupils are involved. During the course of the year, pupils have the opportunity to perform with our school choir; Small scale performances take place in the community, building on existing school links e.g. Carols in Ankerside.

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.

Across all key stages, children have a range of opportunities take part in musical performances, such as Christmas plays and nativities.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE. Visitors are also used to enhance the music curriculum where appropriate e.g. African Drumming for the 'Kenya' topic.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines, musical instruments available on the playground for use at breaktime and lunchtime, and special music celebrations.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition.

Parents and carers actively support music making, through support at events and through home learning.

In the future

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

Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.

CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and teaching of music in general (instruments, etc).

Links with external music organisations – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert.

Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend e.g. Young Voices, choir and music

ensemble; class music assemblies for parents showcasing music curriculum music; Nativities and class/key stage productions.

School orchestra/ ensemble – build uptake of instruments to work towards a school orchestra. Attempt a music ensemble paid for by children to be run by a visiting music teacher.

Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary school for transition.

Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. establishing PTA; local charities; fundraising in school from performances etc.)

Further information