



# MUSIC DEVELOPMENT PLAN

## 2025-2026

<b>Overview</b>	The Department for Education have published a National Plan For Music Education. This document details what this will look like for pupils at Princes Primary School.
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Music Curriculum	Co-Curricular	Enrichment Experiences
<ul style="list-style-type: none"> <li>• Music education that is rich in quality and breadth with high expectations for all pupils.</li> <li>• Children working on the National Curriculum must have a weekly timetabled music lesson of at least one hour (this can be broken up across the week).</li> <li>• School staff are supported with appropriate skills development training and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to musical experiences across a range of instruments and voice.</li> <li>• Opportunities for pupils who are musically interested/gifted to progress their talents.</li> <li>• Opportunities for all children to play, sing, perform and create music together.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to enjoy live performances.</li> <li>• A variety of musical events for children to experience.</li> <li>• Opportunities for school choirs/bands/ensembles (if appropriate).</li> <li>• Develop termly performances (either live or recorded).</li> <li>• Create spaces for musical exploration, rehearsal and performances.</li> </ul>



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<b>Overview</b>	<b>Area</b>	Music Curriculum
	<b>Requirement</b>	Music education that is rich in quality and breadth with high expectations for all pupils.

<b>At Princes</b>	<p>The music curriculum at Princes covers the pre-formal learning pathway up to Key Stage 1 National Curriculum (formal pathway).</p> <p>Our curriculum covers a range of musical instruments and music from a wide range of genres, cultures and eras. This includes live and recorded experiences.</p> <p>Visiting musicians work with various classes.</p> <p>Noise Academy DJ sessions for pre-formal plus and semi-formal pathways.</p> <p>Individual musical instrument lessons for children.</p> <p>Bluebell Music Festival—the children who participate in this are rotated each year.</p>	<p><b><u>Key Actions</u></b></p> <p>Continue to apply for grants so that we can increase the breadth and quality of instruments, technology and opportunities available to our pupils.</p> <p>Research adapted music technology for pupils with disabilities, apply for grants/utilise the music budget so that all pupils have equal opportunities to play and create music.</p> <p>Create an inclusive music list similar to the Princes book list so that children are exposed to music from a board range of genres and cultures throughout the year. One way to organise this list could be through popular themes/topics that different pathways cover.</p> <p>Look at the confidence and knowledge of school staff regarding the music curriculum and it's delivery (see page 3). This could be achieved through staff surveys or drop-ins.</p>
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<b>Overview</b>	<b>Area</b>	Music Curriculum
	<b>Requirement</b>	School staff are supported with skills development training and resources.

<b>At Princes</b>	<p>Musicians work with various classes across the school. Utilising professional musicians allows staff teams to observe sessions and try techniques.</p> <p>A working relationship with Resonate Music Hub already exists. The Resonate SEN lead visits the school and provides resources/contacts.</p> <p>Share Point platform available with best practice, planning and online resources for staff to access.</p>	<p><b><u>Key Actions</u></b></p> <p>Contact musicians who can visit classes to perform for the children.</p> <p>Research and then arrange for the professional development training of members of staff, focusing explicitly on SEN music sessions. Work with Quality of Education leads to identify potential staff for this.</p> <p>Research free professional development opportunities that can be circulated to staff.</p> <p>Utilise the Share Point platform more frequently to share resources, planning and examples of good practice.</p> <p>Gain an understanding of staff confidence/knowledge when delivering the music curriculum.</p> <p>Continue to create links with other schools/Expressive Arts teams with the aim of sharing practice. Previous links with Birtenshaw School and Resonate Music Hub already established.</p>
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Overview	Area	Music Curriculum
	Requirement	Children working at National Curriculum level (formal pathway) for music must have a weekly timetabled music lesson of at least one hour (this could be broken up into 1 x 60, 2 x 30, 4 x 15 sessions).

Skills required		Semi-Formal, Semi-Formal + and Formal
		<ul style="list-style-type: none"> <li>• <b>Is working at National Curriculum KS1 Music.</b></li> <li>• Can sustain their attention for longer periods.</li> <li>• Can actively listen as part of a group.</li> <li>• Can discriminate sounds and keep a beat.</li> <li>• Can collaborate and turn take with others.</li> <li>• Understands and can apply music terminology e.g., slow, fast, high, low, quiet, loud etc.</li> </ul>

At Princes	Children who are identified as working at Key Stage 1 National Curriculum for music.	<p><b><u>Key Actions</u></b></p> <p>Review the formal curriculum for music to ensure that it covers voice, instrument and technology.</p> <p>Expressive Arts co-ordinators to keep an overview of which pupils are working at Key Stage 1 National Curriculum so that we have oversight of their music input and can support with curriculum, professional development and resources.</p>
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# MUSCI DEVELOPMENT PLANNER

<b>Overview</b>	<b>Area</b>	Co-Curricular
	<b>Requirement</b>	Access to appropriate lessons across a range of instruments and voice.
<b>At Princes</b>	<p>Musicians work with various classes across the school. Utilising professional musicians allows staff teams to observe sessions and try techniques.</p> <p>Visiting musicians work with various classes.</p> <p>Noise Academy DJ sessions for pre-formal plus and semi-formal pathways.</p> <p>Individual musical instrument lessons for children.</p> <p>Bluebell Music Festival—the children who participate in this are rotated each year. Children rehearse for a term as a group then perform to an audience of other SLD school children.</p>	<p><b>Key Actions</b></p> <p>Research music therapy as a session that could be accessed—look at case studies/research about the impact of music therapy. Identify pupils who may benefit from this and get quotes.</p> <p>Begin individual musical instrument lessons for identified musically gifted/interested children.</p> <p>Look at the music coverage in each class to ensure a good variety of voice and instruments. Ensure there is a variety of visiting musicians, workshops and other opportunities that are appropriate for the different learning pathways.</p>



# MUSCI DEVELOPMENT PLANNER

<b>Overview</b>	<b>Area</b>	Co-Curricular
<b>Requirement</b>	Opportunities for pupils who are musically interested/gifted to progress their talents	

<b>Skills required to access this:</b>	<b>Pre-Formal</b>	<b>Pre-Formal Plus</b>	<b>Semi-Formal / Semi-Formal +</b>
	<p><i>If musically gifted/interested...</i></p> <ul style="list-style-type: none"> <li>• Transitions well to practice spaces.</li> <li>• Demonstrates basic sound discrimination.</li> <li>• Attempts to copy musical sounds/melodies.</li> <li>• Tolerates adult guidance when playing.</li> <li>• Understands core words e.g., go/stop.</li> <li>• Shows a passion for singing/music.</li> <li>• Understands when to play/listen.</li> </ul>	<p><i>If musically gifted/interested...</i></p> <ul style="list-style-type: none"> <li>• Can refocus their attention for short periods.</li> <li>• Participates in adult led sessions (1:1/ group).</li> <li>• Can copy simple songs/melodies/beats.</li> <li>• Can improvise simple songs.</li> <li>• Developing a good auditory memory.</li> <li>• Follows simple instructions e.g., go faster.</li> <li>• Understands when to play/listen.</li> </ul>	<p><i>If musically gifted/interested...</i></p> <ul style="list-style-type: none"> <li>• Stays engaged and focused for long periods.</li> <li>• Actively listens - can discriminate between different sounds, rhythms, melodies.</li> <li>• Follows instructions/direction whilst playing.</li> <li>• Can work with others as part of an ensemble.</li> <li>• Demonstrates good auditory memory.</li> </ul>

<b>At Princes</b>	<p>Links with Resonate Music Hub to arrange individual lessons for pupils.</p> <p>Information has previously been shared with identified parents about community music clubs/ tuition if appropriate.</p> <p>We have links with companies who can provide appropriate music awards (e.g., Level 1 DJ Award).</p>	<p><b>Key Actions</b></p> <p>Class teachers to identify pupils who may benefit from musical instrument tuition. Expressive Arts co-ordinators to arrange for these lessons to take place in school.</p> <p>Put together a document of music tuition information that is readily available to share with parents who ask. Use teachers/extra curricular clubs that is appropriate for our pupils and include the skills that pupils will need to access this.</p>
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# MUSCI DEVELOPMENT PLANNER

<b>Overview</b>	<b>Area</b>	Co-Curricular
	<b>Requirement</b>	Opportunities for all children to play, sing, perform and create music together.

<b>Skills required to access this:</b>	<b>Pre-Formal</b>	<b>Pre-Formal Plus</b>	<b>Semi-Formal / Semi-Formal +</b>
	<ul style="list-style-type: none"> <li>• Can tolerate other children in their space.</li> <li>• Can communicate preferences/choice through body language, gestures, facial expression e.g. if they want to leave or if they are overwhelmed.</li> <li>• Beginning to tolerate some boundaries/expectations, e.g., only touching their instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Can refocus their attention, even if briefly.</li> <li>• Beginning to understand some social cues, e.g., not shouting whilst someone performs.</li> <li>• Can follow simple instructions.</li> <li>• Can tolerate some boundaries/expectations.</li> <li>• Can tolerate waiting/things finishing.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with others as part of an ensemble.</li> <li>• Creates their own songs/melodies/rhythms.</li> <li>• Understands expectations e.g., of a performance.</li> <li>• Mindful of audience members/performers.</li> <li>• Can manage their emotions and reactions.</li> <li>• Can tolerate larger audience groups.</li> </ul>

<b>At Princes</b>	<p>Enrichment weeks that provide opportunities for shared musical events, e.g., drum workshops.</p> <p>Singing Hands Assembly - Weekly.</p> <p>Bluebell Music Festival—the children who participate in this are rotated each year. Children rehearse for a term as a group then perform to an audience of other SLD school children.</p> <p>Annual festive video - opportunity to perform a festive song alongside festive pics/videos.</p>	<p><b>Key Actions</b></p> <p>Work with identified class teachers to create performance opportunities for appropriate pupils in line with their music curriculum.</p> <p>Work together with Quality of Education leads/Personal Development lead to identify more opportunities throughout the year for music to be utilised. E.g. music exploration opportunities linked to different themes that pathways may cover across a year.</p>
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# MUSCI DEVELOPMENT PLANNER

<b>Overview</b>	<b>Area</b>	Enrichment
	<b>Requirement</b>	Opportunities to enjoy at least one live performance per year.

<b>Skills required to access this:</b>	<b>Pre-Formal</b>	<b>Pre-Formal Plus</b>	<b>Semi-Formal / Semi-Formal +</b>
	<ul style="list-style-type: none"> <li>• Can tolerate other children/adults in their space.</li> <li>• Can communicate preferences/choice through body language, gestures, facial expression e.g. if they want to leave or if they are overwhelmed.</li> <li>• Focus their attention for increasing periods.</li> <li>• Beginning to tolerate some boundaries/expectations, e.g., not touching instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Can refocus their attention, even if briefly.</li> <li>• Can sit comfortably for some parts of a show.</li> <li>• Beginning to understand some social cues, e.g., not shouting during a quiet part of a show.</li> <li>• Can follow simple instructions.</li> <li>• Can tolerate some boundaries/expectations.</li> <li>• Can tolerate waiting/things finishing.</li> </ul>	<ul style="list-style-type: none"> <li>• Stays engaged and focused for long periods.</li> <li>• Can sit comfortably for long periods.</li> <li>• Actively listens, e.g. responds to performers.</li> <li>• Understands expectations e.g., of the theatre.</li> <li>• Mindful of audience members/performers.</li> <li>• Can manage their emotions and reactions.</li> <li>• Can tolerate larger audience groups.</li> </ul>

<b>At Princes</b>	<p>Enrichment weeks that provide opportunities for musical events, e.g. Princes Festival.</p> <p>Philharmonic Hall School's Concerts for small groups of children.</p> <p>School pantomime shows arranged by the school's Personal Development Lead.</p>	<p><b>Key Actions</b></p> <p>Provide a variety of musical performance opportunities that children can experience, catering to the different learning pathways (e.g., sensory friendly performances).</p> <p>Work with Personal Development Lead to create more opportunities for live music for all pupils - e.g., a wider range of appropriate workshops and performances.</p>
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# MUSCI DEVELOPMENT PLANNER

<b>Overview</b>	<b>Area</b>	Enrichment
	<b>Requirement</b>	A variety of musical events and opportunities for children to participate in.

<b>Skills required to access this:</b>	<b>Pre-Formal</b>	<b>Pre-Formal Plus</b>	<b>Semi-Formal / Semi-Formal +</b>
	<ul style="list-style-type: none"> <li>• Can tolerate other children/adults in their space.</li> <li>• Can communicate preferences/choice through body language, gestures, facial expression e.g. if they want to leave or if they are overwhelmed.</li> <li>• Focus their attention for increasing periods.</li> <li>• Beginning to tolerate some boundaries/expectations, e.g., not touching instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Can refocus their attention, even if briefly.</li> <li>• Can sit comfortably for some parts of a show.</li> <li>• Beginning to understand some social cues, e.g., not shouting during a quiet part of a show.</li> <li>• Can follow simple instructions.</li> <li>• Can tolerate some boundaries/expectations.</li> <li>• Can tolerate waiting/things finishing.</li> </ul>	<ul style="list-style-type: none"> <li>• Stays engaged and focused for long periods.</li> <li>• Can sit comfortably for long periods.</li> <li>• Actively listens, e.g. responds to performers.</li> <li>• Understands expectations e.g., of the theatre.</li> <li>• Mindful of audience members/performers.</li> <li>• Can manage their emotions and reactions.</li> <li>• Can tolerate larger audience groups.</li> </ul>

<b>At Princes</b>	<p>Sound Beam technology accessible to all pupils.</p> <p>Enrichment weeks that provide a variety of opportunities for pupils.</p> <p>Ongoing opportunities throughout the year for access to live performances, e.g., Philharmonic School Concerts.</p>	<p><b>Key Actions</b></p> <p>Utilise the Sound Beam technology better - perhaps create a rota for each site to have access to the technology. Arrange for a refresher professional development session for staff.</p> <p>Increase the number of appropriate musical events pupils have access to. E.g., potentially use local schools/universities who are rehearsing shows and invite them into school. Ensure any performances can be accessed by all four sites so that there are equal appropriate opportunities.</p>
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# MUSCI DEVELOPMENT PLANNER

Overview	Area	Enrichment
	Requirement	Opportunities for school choirs/bands/ensembles.

Skills required to access this:	Pre-Formal	Pre-Formal Plus	Semi-Formal / Semi-Formal +
	<ul style="list-style-type: none"> <li>• Responds consistently to familiar songs.</li> <li>• Demonstrates intentional responses to music.</li> <li>• Enjoys using instruments alongside music.</li> <li>• Enjoys making vocalisations/singing.</li> <li>• Joins in singing favourite songs.</li> <li>• Tries to join in with actions/vocalisations.</li> </ul>	<ul style="list-style-type: none"> <li>• Can refocus their attention, even if briefly.</li> <li>• Can sit comfortably for some parts of a show.</li> <li>• Beginning to understand some social cues, e.g., not shouting during a quiet part of a show.</li> <li>• Can follow simple instructions.</li> <li>• Can tolerate some boundaries/expectations.</li> <li>• Can tolerate waiting/things finishing.</li> <li>• Enjoys playing and singing as part of a small group.</li> </ul>	<ul style="list-style-type: none"> <li>• Stays engaged and focused for long periods.</li> <li>• Understands expectations e.g., of the theatre.</li> <li>• Mindful of audience members/performers.</li> <li>• Can manage their emotions and reactions.</li> <li>• Can tolerate larger audience groups.</li> <li>• Follows instructions e.g., stage directions.</li> <li>• Enjoys taking part in performances.</li> </ul>

<p><b>At Princes</b></p> <p>Singing Hands Assembly - Weekly.</p> <p>Bluebell Park Festival - some pupils rehearse a piece to perform at an annual festival.</p> <p>Annual festive video - opportunity to perform a festive song alongside festive pics/videos.</p>	<p><b><u>Key Actions</u></b></p> <p>Work with Personal Development Lead and Quality of Education Leads to identify other appropriate opportunities for performing as a choir/band/ensemble.</p>
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# MUSCI DEVELOPMENT PLANNER

Overview	Area	Enrichment
	Requirement	Develop termly performances, if appropriate.

Skills required to access this:	Pre-Formal	Pre-Formal Plus	Semi-Formal / Semi-Formal +
	<ul style="list-style-type: none"> <li>• Enjoys making vocalisations/singing.</li> <li>• Joins in singing favourite songs.</li> <li>• Tolerates adult guidance e.g. wait/stop.</li> <li>• Understands when to stop/play/sing.</li> <li>• Can follow simple instructions.</li> <li>• Can tolerate some boundaries/expectations.</li> <li>• Can tolerate waiting/things finishing.</li> </ul>	<ul style="list-style-type: none"> <li>• Can refocus their attention, even if briefly.</li> <li>• Can sit comfortably for some parts of a show.</li> <li>• Beginning to understand some social cues, e.g., not shouting during a quiet part of a show.</li> <li>• Can follow simple instructions.</li> <li>• Can tolerate some boundaries/expectations.</li> <li>• Can tolerate waiting/things finishing.</li> <li>• Enjoys playing and singing as part of a small group.</li> <li>• Can remember songs/pieces/scenes.</li> </ul>	<ul style="list-style-type: none"> <li>• Stays engaged and focused for long periods.</li> <li>• Understands expectations e.g., of the theatre.</li> <li>• Mindful of audience members/performers.</li> <li>• Can manage their emotions and reactions.</li> <li>• Can tolerate larger audience groups.</li> <li>• Follows instructions e.g., stage directions.</li> <li>• Enjoys taking part in performances.</li> </ul>

<p><b>At Princes</b></p> <p>Bluebell Park Festival - Some pupils rehearse and perform a group piece and then perform as a large ensemble.</p> <p>Annual festive video - opportunity to perform a festive song alongside festive pics/videos.</p>	<p><b>Key Actions</b></p> <p>Semi-formal pupils to create a Christmas and/or Summer performance for their parents/pupils, if appropriate. Expressive Arts team to work with class teachers for regular check ins regarding this National Plan For Music requirement.</p> <p>Adapt Princes curriculum coverage document so that the semi-formal pathways have a music focus for Autumn Term 2 and Summer Term 2 to correlate with class performance opportunities.</p> <p>Extend existing opportunities (e.g., Bluebell Festival) to include more pupils, if appropriate.</p> <p>Create other opportunities for video and smaller performances if appropriate, e.g., perhaps a class song at the end of the school year similar to the festive videos each class makes.</p>
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# MUSCI DEVELOPMENT PLANNER

<b>Overview</b>	<b>Area</b>	Enrichment
	<b>Requirement</b>	Create spaces for musical exploration, rehearsal and performances.

<b>Skills required to access this:</b>	<b>All Pupils</b>
	<ul style="list-style-type: none"> <li>• Transitions well to practice spaces and around school.</li> <li>• Can tolerate some boundaries/expectations, e.g. not breaking instruments.</li> <li>• Can tolerate waiting for their turn.</li> <li>• Can tolerate when activities/favourite things have finished.</li> <li>• Can tolerate adult guidance/direction.</li> <li>• Can communicate preferences/choice through body language, gestures, facial expression e.g. if they want to leave or if they are overwhelmed.</li> <li>• Enjoys using instruments/singing/technology.</li> </ul>

<b>At Princes</b>	<p>School staff utilise existing spaces within classrooms and on each site for interventions and learning, including for music participation.</p>	<p><b><u>Key Actions</u></b></p> <p>To identify key spaces around school that could be used for music tuition and music spaces (e.g., to put the Sound Beam Equipment each term).</p> <p>To continue to apply for grants so that we can widen the range of musical instruments available to the children, e.g., African drums.</p> <p>To continue to identify opportunities that are appropriate for the different pathways and ensure that there are a range of opportunities available to all children throughout the year.</p>
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