

Music development plan summary: Hall Green Primary School



Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	July 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Miss D Elcock
Name of school leadership team member with responsibility for music (if different)	Mrs A Gilbert
Name of local music hub	Sandwell Music - SIPS
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**.

Music lessons are delivered by the school's Art and Music Teacher. Nursery have music lessons weekly, whilst other classes have longer lessons delivered every other half-term on rotation.

The Music National Curriculum is delivered through a focus on listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the work of the great composers and musicians. Singing and playing instruments is central to the teaching. Children learn to sing and use their voices and learn instrumental parts and the children's learning is drawn together into a meaningful musical experience. Children all take part in instrumental courses which focus on specific instrumental learning as well as developing performing skills. Children are taught to use and understand staff and other musical notations and children are taught

Commented [TS1]: Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this here.

For secondary schools: Set out what music qualifications and awards pupils can study and achieve at the school in the academic year, including graded music exams (all key stages) and GCSE, A level or vocational and technical qualifications (at key stage 4 and 16 to 18). If your school already publishes this information, include a link in this summary.

to improvise and compose music for a range of purposes using the interrelated dimensions of music.

Children can access onscreen resources at Charanga Music World, a safe online space to learn, explore and develop their singing and playing, creative and musicianship skills between lessons.

All Year 3 pupils learn to play the steel pans. This is planned and delivered by a music specialist through SIPS.

Other year groups also enjoy playing whole class instruments, such as recorders, drums and keyboards, to widen their opportunities of exploring making music in a variety of ways.

Children demonstrate their ability in music in a variety of different ways. Children's work is assessed by the teacher by making informal judgements as the children are observed during lessons. The observations provide a basis for recording on the school tracking grids and reporting children's achievements.

Music plays an important part in the life of our school. Children are able to enjoy and achieve. It is available to every child and all children take part in; making a positive contribution to the life of the school and local community.

Music is planned and delivered to be inclusive for all students, ensuring every child can access music making in a fun, supportive and developing manner. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

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.

The school offers a range of music lessons within school. SIPS Music Specialist Teachers provide small group instrumental lessons for children in Key Stage 2 to learn to play brass, woodwind and string instruments. Also, one-to-one tuition is provided for LAC children.

Some children access Rocksteady Music School, whose Specialist Teachers come into school weekly and teach small group lessons to play electric guitar, drums, keyboard and singing, enabling children to play in a 'rock band'

There are lunch time clubs and after school clubs, including a choir.

Because of the links with the local music service provided by the visiting specialist music teacher, parents and children will be signposted to outside ensembles open to children, such as a local Community Band.

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.

Musical sharing assemblies are scheduled throughout the year: there are annual Christmas Carol performances in school and an annual Nativity production that involves all children in EYFS. There is also our Year 6 Leavers Performance.

RockSteady performances are held at minimum twice yearly, as are ensembles from the pupils learning instruments, including woodwind, brass and violin. In addition to this, there is an annual steel pan performance, and performance by the choir. Parents and families are invited to these performances.

Singing together as a whole school is a regular occurrence through weekly hymn practices and other assemblies and events.

Commented [TS2]: Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be 'Musical events' or 'Musical performances'.

In the future

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

- Children to access music outside, during lunchtimes and then breaktimes.
- Scheduling more performances/assemblies for class/year groups to perform their music making from lessons in front of an audience
- Development of opportunities for children to see and hear live music performances.
- Increasing opportunities for the choir to perform, including at The Young Voices Concert in January 2027(School have not attended since Covid).
- Further investigating ways for SEND to access music and develop skills: adapting resources and teaching methods.