

Music development plan summary: Elmhurst Junior 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	Abi Coupe
Name of local music hub	Somerset 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.

1 At Elmhurst Junior School our music curriculum echoes the National Curriculum that *‘music is a universal language that embodies one of the highest forms of creativity’*. We believe that a high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, we believe that they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination.

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Implementation

At Elmhurst Junior School, we use the *Charanga Music* scheme of work to support our teaching of Music through Years 3-6. This scheme supports teachers to ensure our music teaching is delivered to a high standard and pupils are exposed to a range of musical genres and terminology, such as pitch, composition, structure and beat. Children build on their prior knowledge and skills through our carefully structured curriculum, ensuring that their understanding of music and musical terminology meet the attainment targets as stipulated in the National Curriculum:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Lessons are taught weekly every other half term in six week blocks to ensure that children have time to fully consolidate their learning before progressing. Music knowledge organisers highlight the learning journey, key questions and vocabulary for each lesson so the learning intentions and outcomes are clear. Musical instruments / resources are provided for specific units of work, allowing teachers to support effective learning within the classroom.

Impact

End of unit class performances provide clear evidence of a broad and balanced music curriculum and demonstrates children's acquisition of key knowledge from each unit of work. This alongside individual lesson outcomes, is used to inform teacher assessment and is used by the Music subject leader as part of the monitoring process. In addition, weekly celebration assemblies showcase a variety of Music activities and work completed across all year groups.

Key questions are planned into each unit of work for pupils to show progression of knowledge and understanding of key skills taught, through verbal and performance feedback. This allows teachers to assess pupils' skills and knowledge throughout each unit.

Children are confident recalling key knowledge and vocabulary that have been learnt and are able to discuss aspects of the curriculum with enthusiasm in discussion with the Music subject leader. Children's performances and knowledge organisers are used to guide discussion and provide the subject leader with the necessary information to measure how well the children are progressing in this subject area.

Our music curriculum is supported by Somerset Music teachers who provide 45 minute whole class ukulele lessons for one term for all children in Year 4.

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.

Our extra-curricular music curriculum is supported by Somerset Music teachers who provide individual or small group clarinet and guitar lessons during the school day. In addition, Millfield School provides a wide range of musical enrichment activities. In previous years, children have been involved in a range of music workshops and musical projects.

We also offer additional after school extracurricular music opportunities which are ukulele club and choir club. The choir performs two concerts a year for parents and has put on smaller performances to parents at the end of the school day and to the local community.

Finally, each year group has opportunities to perform throughout the year with every year group learning and performing a Christmas carol concert. Additionally, Year 4 perform a Harvest Festival, Year 5 perform a Remembrance Service and Year 6 perform an end of year production and leavers service.

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. Each year group learns and performs a Christmas carol concert. Additionally, Year 4 perform a Harvest Festival, Year 5 perform a Remembrance Service and Year 6 perform an end of year production and leavers service.

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.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

performances’.

In the future

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

- Additional CPD for teachers to ensure all staff are confident teaching and assessing music.
- Broaden the range of musical instruments that children have the opportunity to play within a music lesson and ensure pupils have more regular opportunities to sing in class and as a whole school.
- Broaden the range of performance opportunities for children in school. E.g. perform end of unit performances to another class or in assembly. E.g. children having individual instrument lessons or in choir to have opportunities to perform to other children in the school for example choir carol singers knocking on classroom doors at Christmas.
- Continue to increase the profile of Music around the school.