

Music Development Plan



Person Responsible for Plan:
Beth Walsh (School Music Lead)

Date of Adoption by Governing Body:
Summer 2026

Date of next review:
Summer 2027

At Richard Avenue Primary School we believe that music is an integral part of our curriculum. We strive to provide our children with the opportunity to express themselves through music and believe they should have the experiences of seeing live performances wherever possible. We believe that all children should have the opportunity to play instruments and be able to share in the enjoyment of performance no matter their background. Music at our school helps to increase self esteem, self confidence and collaboration skills and we work hard to ensure that all children feel valued. Our aim is to provide all children with the opportunity to create, play and perform and enjoy music. Listening to a range of genres encourages our children to gain a better understanding of the world around them which we hope, in turn, leads to well rounded individuals who can show respect to others.

Part A – Curriculum music

At Richard Avenue Primary School we follow the Model Music Curriculum in our teaching of music by using Sing Up as our learning scheme. In KS1, children are able to use their voices expressively by singing songs and learning to speak chants and rhymes, they are given

the opportunity to play tuned and untuned instruments, they begin to listen with concentration and understanding many different genres of music and are able to compose their own music by selecting and combining sounds. In KS2, the children are able to use their voices or instruments with increasing accuracy, fluency, control and expression, they can improvise and compose music for a range of purposes, listen with attention and recall sounds with increasing aural memory, use and understand musical notations, appreciate many different genres of music and develop an understanding of the history of music. At our school, music lessons are 45 minutes alongside a whole school singing assembly for 15 minutes where all of the children gather together with the music lead. Recently, the children in Year 5 have been having ukulele lessons taught by the music lead. We have a partnership with the Sunderland Music Hub and use this as a support where needed for any of our musical needs.

Part B – Extra-curricular music

At Richard Avenue Primary School we offer guitar lessons outside of the curriculum time. This is a small group tuition and is offered to our children in Year 5 and 6. The tuition is paid for by the school ensuring that any child can sign up and be given the opportunity to learn an instrument regardless of their background. We also run a school choir for KS2 which is free to attend and run by one of our teachers.

Part C – Musical experiences

We encourage pupils to participate in a variety of musical experiences through which we aim to build their confidence and musical development. We believe that, as part of providing a high-quality musical education, pupils should be provided the opportunity to be inspired by professional musicians in a wide range of musical genres. We have links with the Empire Theatre and seek out opportunities which enable our children to experience live music performances. We value opportunities for our pupils to regularly perform, including in public. This raises the profile of music within our school and motivates pupils.

Throughout the academic year we take part in many different musical activities. This is where we work closely with the Sunderland Music Hub who provide many different events. We host live band performances yearly during which the children are encouraged to join in. Infantasia and the Vocal Showcase are events where our KS1 and KS2 attend with other primary schools and perform to them whilst also getting the opportunity to watch others perform. Each year we attend the Sunderland Sings event at the Empire where one year group learns lots of songs which they then go and perform in the audience whilst watching the live band. At Christmas time, EYFS and KS1 perform productions and KS2 showcase a carol service. Every year group performs in weekly singing assemblies alongside regular class assemblies. Throughout the year, children attend live theatre shows at the Empire theatre and our Year 6 children have attended linked theatre craft workshops.

In the future 2026-2027

Our future targets:-

Objective

- To increase the access to music in the EYFS provision.

Actions

- July '26 - Order a stage and musical instruments for outdoor.
- Sept '26 - Ensure the area is ready for the children to access.
- Sept '26 - encourage the children to use the area and to look after it appropriately.
- Dec '26 - Develop the area where needed.
- Jan '26 - Enhance the music provision in the indoor reception area.

Outcomes

Communication and Language (CL)

- **Vocabulary Acquisition:** A measurable increase in the number of words a child understands and uses, tracked through their ability to recall and repeat lyrics from new songs.

- **Phonological Awareness:** Improved ability to identify rhymes, alliteration, and syllables.
- **Listening and Attention Span:** An increase in the duration of time a child can remain engaged during a focused auditory activity.

Physical Development (PD)

- **Gross Motor Coordination:** Measurable improvements in balance, spatial awareness, and bilateral coordination (e.g., tracking a child's ability to march to a beat, jump, or freeze on cue).
- **Fine Motor Control & Grip:** Enhanced dexterity measured by a child's ability to manipulate small instruments, such as holding a triangle beater, using a pincer grasp on a shaker, or tapping individual fingers.
- **Rhythm and Synchrony:** The ability to match movements to a steady beat (entrainment), which can be measured via simple observational checklists during music sessions.

Personal, Social, and Emotional Development (PSED)

- **Self-Regulation and Co-Regulation:** A decrease in the time it takes for a group to transition between activities when musical cues are used (e.g., a "tidy-up song")
- **Collaborative Play:** An increase in instances of cooperative play, turn-taking, and sharing, easily tracked during group instrument exploration.
- **Emotional Expression and Confidence:** Measurable growth in a child's willingness to perform, contribute an idea for a song action, or choose music as an independent learning activity.

Mathematics

- **Patterning Skills:** The ability to identify, copy, and extend simple auditory patterns (e.g., clap-stomp-clap-stomp). This translates directly to early math skills in identifying visual and numerical patterns.
- **Counting and Subitising:** Improved accuracy in counting 1–10 (and beyond) using rhythmic, repetitive counting songs and

tracking one-to-one correspondence (e.g., hitting a drum exactly three times).

Objective

- To re-establish WCET in KS2

Actions

- July '26 - Find a ukulele teacher.
- July '26 - Discuss with the tutor and Claire McKinney about which year groups would be most appropriate to have lessons and for how long.
- July '26 - Ensure we have enough ukuleles and plectrums.
- Sept '26 - Ukulele lessons begin.
- Review progress of children on a termly basis including retention.
- Offer performance opportunities for children in assemblies.
- Children offered the opportunity to feedback on ukulele lessons through pupil voice

Outcomes

- 180 children have experience of WCET.
- 75% of children in KS2 have the opportunity to perform in assembly.

Maintenance plan Objective

- To maintain guitar lessons in KS2.

Actions

- Sept - Advertise guitar lessons.
- Collect registration of interest via paper return slip
- Sept '26 - Confirm guitar places
- Sept - 26 - Advertise any additional spaces.
- Ask the tutor to create a weekly timetable of attendance.
- Lessons to commence 3rd week of term.

- Review progress of children on a termly basis including retention.
- Offer performance opportunities for children in assemblies.
- Children offered an opportunity to feedback on guitar lessons through pupil voice.

Outcomes

10% of children in year 5 and 6 participate. 12 children perform in assembly.

Objective

- To attend as many musical opportunities as possible.

Actions

- Attend music opportunities wherever possible.
- Every year group to attend at least one live performance.

Outcomes

At least 95% of children take part in a live performance.