

Music development plan summary: Primrose Hill Primary School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	
Date this summary will be reviewed	
Name of the school music lead	Alex O'Toole
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Camden Music Service
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.

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.

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.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

Alternative titles for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

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.

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.

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.

Part A: Curriculum music

At Primrose Hill, our curriculum is designed to cultivate a passion for music through performance, active participation, and exploration, nurturing students' self-esteem and confidence in their musical abilities. We believe in the transformative power of music to enhance emotional expression, communication, and overall well-being.

Central to our approach is the development of active listening skills, teaching students to engage with music attentively, patiently, and with a focus that extends beyond the notes to the emotions and narratives they convey.

We recognize the multifaceted role of music in society and in our personal lives. Through our curriculum, students explore the cultural impact, heritage, and rich history of music, gaining a deeper understanding of its significance across different communities and time periods. We also emphasize the geographical influences on music, exploring diverse sounds, instrumentation, and musical traditions from around the world.

At Primrose Hill, we aim to instil a lifelong appreciation of music and a love of learning, fostering curiosity and creativity in our students. Through hands-on experiences and interactive lessons, students develop an understanding of the mechanics of music, exploring its interrelated dimensions of melody, harmony, rhythm, and form.

The school's partnership with the Camden Music Hub is well established and our work with them benefits the students greatly. One example being the Wider Opportunities program, which sees a Camden Music Hub practitioner teach Year 3 the recorder in a whole class ensemble capacity.

Part B: Extra-curricular music

Because we believe that music learning and appreciation should extend beyond the classroom lesson time, at Primrose Hill Primary School, extra-curricular music tuition is available from the highly experienced team of music teachers at the Camden Music Hub. These one-to-one music lessons happen throughout the school day and offer children a bespoke and focused music learning experience. Each ten-week series of lessons end in a music concert, giving an opportunity for those students to perform the pieces they have been learning. As performing for an audience is an essential part of being a musician, these concerts are an invaluable experience, creating well rounded, young musicians.

With singing an essential stem of the curriculum, the students can join voices and enjoy the power of congregational singing in their weekly singing assemblies, learning new songs, thinking about what they mean, and the impact music has on the wider world. In addition to this, termly class assemblies are a wonderful opportunity to perform a song related to their wider curriculum. For those students who want to partake in extracurricular singing, the school choir is well established and perform in front of audiences on many occasions throughout the academic year. Membership of the school

choir is free, and the joining of the school choir is encouraged. Choir rehearsals take place in the music room for 30 minutes, every Thursday lunch time.

Part C: Musical experiences

Making sure our students have an opportunity to perform is a major part of the music curriculum here at Primrose Hill Primary School. In addition to singing assemblies, class assemblies and end of unit performances, there is the annual winter show; a celebration of music that enjoys whole school participation. Encompassing EYFS, KS1 and KS2, the winter show is a chance for the students to get an understanding of what it takes to be a part of a large ensemble and to perform to a high level, in front of a large audience. In addition to the winter show, Children perform at the end of year summer show and the Year 6 Graduation Ceremony too.

Trips to the theatre and one-off music workshops are a common aspect of the wider curriculum of the school. These experiences all add up to what is a well-rounded and healthy programme of study and exposure to music.

In the future

In the future, the school hopes to build strong relationships with musicians amongst the parents of the school, having them talk about their craft and sharing the music that they play and/or make. We can begin to implement this by asking parents if they play an instrument and, if so, had the time to perform during an assembly. For children to observe that musicians are people, just like mums and dads and uncles and aunties can help them to believe that they could also be a musician too.