

# Music Development Plan: St Paul's CE Primary School



## Overview

Detail	Information
Academic year that this summary covers	2025 - 26
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Mrs Amber Riley-Beck
Name of local music hub	Bradford Music Education Hub

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

At the St Paul's Primary School our music curriculum is delivered through music lessons across both key stages, with a focus on developing pupils' technical, constructive, and expressive musical skills. The school recognises the importance of providing a well-sequenced and progressive music curriculum that enables pupils to gain and solidify their knowledge and skills over time.

Lessons are the equivalent of one hour each week and are further enhanced by the addition of a timetabled singing Worship every week. Lessons are delivered by class teachers.

Our curriculum music lessons are informed by the Model Music Curriculum (non-statutory guidance for music teaching) and provide pupils with opportunities to:

- Listen to and evaluate music from diverse time periods and cultures.
- Learn how to create and control sound using their voices, as well as tuned and untuned instruments.
- Understand how music is communicated through various notation systems.
- Improvise and compose music.

- Perform musically in front of audiences of varying sizes.

An instrumental scheme is also available and provided by our local music hub – providing pupils with an opportunity to learn instruments for a prolonged period, and allowing them to develop technical proficiency.

<b>Year 1</b>	<b>Lesson opportunities to sing and play instruments</b>	<b>Lesson performance opportunities</b>
Autumn 1: Keeping the pulse	Singing a sentence, keeping a steady pulse.  Keeping the pulse of the music and playing sound patterns using body percussion and untuned instruments.	Performing to the class in pairs to show pulse and rhythm.
Autumn 2: Tempo	Singing a short chant and song.  Keeping the beat to a chant and song, using instruments	Performing to the class in pairs, demonstrating a song at varying speeds.
Spring 1: Dynamics	Using untuned percussion instruments to create seaside sounds.	Performing in pairs for the class, demonstrating seaside sounds and their corresponding symbols.*
Spring 2: Sound patterns	Practising different sound patterns using instruments.	Using instruments to tell the story of the 'Three little pigs' to the class.*
Summer 1: Pitch	Using tuned percussion instruments to play a simple tune.	Performing superhero theme tunes as a group to the class.
Summer 2: Musical symbols	Using tuned percussion and clapping to play different symbols to represent the sea.	Performing under the sea sounds as a group to the class.

<b>Year 2</b>	<b>Lesson opportunities to sing and play instruments</b>	<b>Lesson performance opportunities</b>
Autumn 1: Call and response	Using body percussion and voices to share call and response patterns.	Performing different call and response patterns in groups to the class.
Autumn 2: Instruments	Working in groups to use instruments and create music that matches a storyboard.	Working as a group to perform music to match the story of 'Jack and the Beanstalk.' *
Spring 1: Singing	Learning to sing three folk songs and using voices and body percussion.	Performing a folk song and composition as a group.*
Spring 2: Contrasting dynamics	Using vocal sounds and instruments to create space soundscapes.	Performing a space soundscape and sharing space symbols as a group.
Summer 1: Structure	Using instruments to perform different sound patterns.	Performing sound patterns as a group using instruments.
Summer 2	Using tuned percussion instruments, children read from a score and perform a song.	Performing 'Once a man fell in a well' as a class using voices and instruments.

<b>Year 3</b>	<b>Lesson opportunities to sing and play instruments</b>	<b>Lesson performance opportunities</b>
Autumn 1: Ballads	Singing in time and in tune with a song and incorporating actions.	Performing their own ballad in groups and incorporating actions.*
Autumn 2: Creating compositions for an animation	Playing melodies and rhythms on tuned instruments which represent a section of animation.	Performing a group composition to represent an animation.
Spring 1: Developing singing technique	Practising different warm ups and learning a song using a variety of different pitches.	Performing a song about the Vikings with associated actions.*
Spring 2: Pentatonic melodies and composition	Practising playing a pentatonic melody.	Performing a piece of music to represent the Chinese new year. *
Summer 1: Jazz	Experimenting with scat singing and syncopated rhythms.	Performing a jazz version of a nursery rhyme.
Summer 2: Indian music	Practising a traditional Indian song.	Performing the song 'Anile Vaa'.

<b>Year 4</b>	<b>Lesson opportunities to sing and play instruments</b>	<b>Lesson performance opportunities</b>
Autumn 1: Body and tuned percussion	Experimenting with combining body percussion and tuned percussion instruments to create rhythms of the rainforest.	Performing group rainforest compositions to the class.
Autumn 2: Rock and Roll	Learning a walking bass line on instruments.	Performing a Rock and Roll song as a class using their voices and instruments. *
Spring 1: Changes in pitch, tempo and dynamics	Creating and practising vocal and percussive ostinatos.	Performing different ostinatos to represent a river in groups.
Spring 2: Haiku, music and performance	Creating music to compliment a Haiku, using voices and instruments.	Performing music outside to celebrate Hanami.*
Summer 1: South America	Practising a piece of music with four layers.	Performing a samba piece as a class.
Summer 2: Romans	Learning to sing a song with a variety of pitches.	Performing 'The Road building song' as a class. *

Year 5	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Composition notation	Creating and practising a piece of music using graphic notation.	Performing a composition to represent a pharaoh as a group.
Autumn 2: Blues	Practising the 12 bar blues chords and accompanying bass line on instruments.	Performing the 12 bar blues and improvisation in pairs. *
Spring 1: South and West Africa	Singing unaccompanied and incorporating movement.	Performing 'Shosholoza' as a class. *
Spring 2: Composition to represent the festival of colour	Creating a vocal piece to represent a picture.	Performing a vocal class composition.
Summer 1: Looping	N/A - using technology.	Sharing compositions.
Summer 2: Musical theatre	Creating a musical theatre scene.	Performing a scene as a group to create a short class musical.*

Year 6	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Dynamics, pitch and tempo	Creating a group composition.	Performing compositions as a group based on the piece 'Fingal's cave.'
Autumn 2: Songs of WW2	Singing a song with a simple harmony.	Performing the 'White cliffs of Dover' as a class. *
Spring 1: Film music	Devising different musical ideas to represent a film.	Performing compositions to represent different scenes within 'Wallace and Gromit'. *
Spring 2: Theme and variation	Composing a multi-layered piece of music with voices, bodies and Instruments.	Performing compositions in groups to create a class performance.
Summer 1: Baroque	Playing instruments using graphic and staff notation (and their own notation).	Performing 'Funky fugue' as a class.
Summer 2: Composing and performing a leavers' song	Creating and practising a leavers' song.	Performing leavers' song in assembly.*

## Part B: Co-curricular Music

At St Paul's Primary School, the co-curricular music provision is an important aspect of the school's overall musical offering. The school has established partnerships with local musicians and the Bradford Music Education Hub to provide instrumental tuition and ensemble opportunities for pupils.

One of the key features of the co-curricular music programme is the school choir, which is made up of children from across year groups. This grouping allows for the development of strong relationships and the sharing of musical skills across the school community.

The school also hosts regular visits from a local musician and singer, who leads worship and school singing sessions, further enhancing the musical experiences available to pupils.

### Potential next steps:

- Explore ways to expand the instrumental tuition opportunities available to pupils, ensuring that access is equitable and inclusive, particularly for disadvantaged or underrepresented groups.
- Consider establishing additional ensemble groups, such as a school band or orchestra, to provide further opportunities for pupils to develop their ensemble skills and perform together.
- Investigate the possibility of collaborating with other local schools to create larger-scale performance opportunities, such as joint concerts or festivals, to broaden pupils' musical experiences.

## Part C: Musical Experiences

St Paul's Primary School places a strong emphasis on providing pupils with a wide range of musical experiences, both within the school and in the wider community. One of the highlights of the school's musical calendar is the annual participation in the Young Voices event, where the school choir joins thousands of other pupils to perform in a large-scale concert at the Sheffield Arena.

In addition to this, the school has a rich tradition of singing, with weekly worship sessions and regular performances in the local church, as well as at wider festivals and events. Pupils also have the opportunity to sing during afterschool club sessions, and the school's annual Nativity, Christmas performance, and other end-of-year shows which provide further platforms for musical expression.

The school's commitment to music is further demonstrated through its involvement in charitable events and initiatives, such as the Big Sing at St George's Hall, where pupils can showcase their musical talents and contribute to the local community.

Potential next steps:

- Explore opportunities for pupils to attend and observe professional musical productions and performances, both locally and nationally, to broaden their exposure to a diverse range of musical genres and styles.
- Consider establishing links with local music venues or organisations to provide more opportunities for pupils to perform in front of wider audiences, further developing their confidence and stage presence.
- Investigate ways to increase the involvement of parents and the local community in the school's musical events, fostering a greater sense of shared ownership and celebration of the pupils' achievements.

## **In the future**

Looking ahead, St Paul's Primary School is committed to expanding the musical experiences available to its pupils. One key focus is to provide more opportunities for pupils to be audience members and witness professional musical productions and performances, both locally and nationally.

This exposure to high-quality live music will not only broaden pupils' musical horizons but also inspire them to continue developing their own musical skills and appreciation. By engaging with a diverse range of musical genres and styles, pupils will gain a deeper understanding of the power of music to connect people and enrich their lives.

Potential next steps:

- Establish partnerships with local music venues, theatres, or concert halls to facilitate regular visits and performances for pupils.
- Explore funding opportunities or community partnerships to subsidise or cover the costs of these musical experiences, ensuring that they are accessible to all pupils, regardless of their socioeconomic background.
- Incorporate pre- and post-visit activities into the curriculum to help pupils reflect on and deepen their understanding of the performances they have witnessed.