



Music development plan summary: 2026-27

Curriculum music

Nursery

In Nursery, music is fully embedded within the Expressive Arts and Design area of learning and plays a vital role in supporting the Prime Areas of Learning: Communication and Language, Physical Development, and Personal, Social and Emotional Development.

Children engage in daily musical experiences such as singing, rhythm games, movement to music, and exploration of instruments. These activities:

- Enhance language development through repetition, rhyme, and expressive vocabulary,
- Support physical coordination through actions, dancing, and fine motor control with instruments,
- Foster emotional expression and social interaction, helping children build confidence, take turns, and develop a sense of belonging.

Music is planned to be inclusive, playful, and developmentally appropriate, ensuring all children can access and enjoy musical learning as part of a rich early years curriculum.

Reception to Year 6

Every pupil from Reception to Year 6 receives a taught music lesson weekly, delivered by a music specialist qualified teacher.

At key stages 1 and 2 The music curriculum is based on the National Curriculum for music and the Model Music Curriculum. In Reception the music curriculum draws on the EYFS for expressive art and design.

Our music curriculum follows a spiral structure, enabling pupils to revisit and deepen their understanding through small, incremental steps that support long-term retention and progression. All pupils participate in whole-class ensemble opportunities, including singing and instrumental work, fostering musical fluency and collaboration.

Inclusive planning ensures that pupils with SEND can fully access and engage with the curriculum. This is achieved through:

- Visual supports and clear modelling,
- Targeted 1:1 support, with all adults fully briefed on lesson plans and strategies,
- Appropriate scaffolding and differentiated questioning,
- Opportunities for independent practice tailored to individual needs.

Reception and Key Stage 1

Pupils receive 60 minutes music lessons delivered by our specialist music teacher, either within their classroom or in the dedicated music room, as part of the PPA (Planning, Preparation and

Assessment) provision. The music room is spacious enough to accommodate large ensembles, allowing pupils to explore both tuned and untuned instruments. They learn to read basic notation, improvise, evaluate performances (using the 8 elements of music), and engage with a wide range of musical genres.

Key Stage 2

Pupils receive weekly one-hour music lessons delivered by a specialist teacher as part of the PPA provision. These sessions support the progressive development of musical knowledge and skills, with pupils demonstrating increasing accuracy, fluency, control, and expression in their performance and understanding.

This approach ensures that every child, regardless of ability, can experience success and enjoyment in music.

Additional Resource Provision (ARP)

Pupils who attend our ARP are integrated into the mainstream music lessons where appropriate for stage of learning. In addition, Ealing Music Service (EMS) teach drums to one class a term. This class alternates.

Curriculum & Planning

All planning is led by the music specialist and aligned with the National Curriculum. Learning is structured into thematic units known as '*Big Ideas*', which guide pupils through progressive learning journeys. Each lesson clearly identifies the small steps pupils are taking within the broader 'Big Idea', helping them understand their progress and next steps.

Knowledge Organisers

Knowledge organisers are used throughout the learning process to support pupil understanding and reflection. These organisers—also available on our website for parents—help pupils track their progress, identify strengths, and address challenges. Pupils annotate their organisers regularly, using them as tools for self-evaluation and goal setting.

Year 1 take part in the EMS initiative 'Sparks'. A specialist drumming tutor leads lessons in Djembe for all students in hourly sessions.

Listening & Critical Thinking

Exposure to high-quality music encourages pupils to engage in critical thinking and inquiry. Through active listening, they make connections between music, historical events, and cultural contexts, deepening their appreciation and understanding of the world around them.

Integrated Curriculum Planning

Music planning is carefully designed to support cross-curricular links, particularly with the Fielding Learning Challenge Curriculum and English. Pupils continue to build their ability to read and play music, reinforcing their learning through practical application and creative exploration.

- **Year 2:** Whole class recorder beginners
- **Year 3:** Whole class Recorder developing and Ukulele stage 1 (all pupils have their own ukulele)
- **Year 4:** Whole class Ukulele stage 2 and music programming (Charanga Yustudio and Purple Mash) stage 1

- **Year 5:** Whole class Samba drumming and keyboards (all pupils have their own ukulele, and keyboards are shared between 2)
- **Year 6:** Music programming (Charanga Quick Beats and Yustudio) – Stage 2

Secondary School

We have close links with our Ealing Music Hub, which helps us to nominate pupils who are eligible for scholarships in music so they can continue their study into their secondary education.

We also have a relationship with Candenza (EMS), which facilitates instrumental and vocal ensembles from 10+.

Assessment

Formative assessment takes place during lessons to make progression in real time. Pupils also annotate Knowledge Organisers with feedback.

Summative assessments happen at the end of a learning journey, which take the form of a live performance or recording, to enable self, assessment and reflection. At the end of each academic year the specialist teachers assess whether each pupil is working in line with curriculum expectations for each year group. This is shared with parents in their child's annual report.

For pupils who are learning to play a musical instrument, the music service provides termly assessments and reports/ feedback as well as grade exams.

Pupil Voice and regular lesson visits by leaders inform planning and teacher practice.

Extra-Curricular/ Co Curriculum music

Music room/resources

- Our large music room is home to a variety of whole class tuned and untuned instruments. All of which are displayed with images and names for the pupils and teachers' knowledge. Everyone has access to all the equipment, which is not only used for our bespoke music lessons but for class assemblies and science experiments.
- There are 6 rehearsal rooms of which the peripatetic teachers use for ensemble and 1:1 tuition. Rooms are also used as rehearsal rooms for pupils..
- Two large halls are used for shows and concerts.
- Music vocabulary and our core values are on display around the room, which are used to engage and encourage pupils to always use.

Vocal provision

At key stage 2, 30-minute phase singing assemblies (where teachers attend for CPD) take place weekly. These assemblies build skills and knowledge, and most of all the enjoyment of singing in a mass choir every week. The assemblies are also used for cross curricular learning, teamwork and develop respect for others and unity.

Instrumental Lessons (Autumn 2026 data)

Through the EMS (inclusive to all pupils, adapted where needed) have access to tuition in:

- **Brass 7 pupils** - trumpet, French horn.

- Strings **28 pupils**– cello, violin, Double Bass.
- Percussion **235 pupils**- drums, Guitar and Piano.
- Woodwind **8 pupils** – saxophone, clarinet and flute.
- Enrichment drums – 6 PP children are chosen to have 30 minute drumming ensemble sessions (for free), every other week - to encourage music tuition and opportunity to try a new instrument.

Lessons are either 1:1(paid), ensemble (which are mapped out as part of our provision- free) or both. 1:1 tuition is a paid service; *however, Pupil Premium pupils have access to a free club or music tuition. SEND pupils are priority for spaces with music tuition.*

When instrumental teachers believe the pupils are ready, pupils take their grade exams – certificates are celebrated in assembly. Students are also encouraged to join our ensembles.

All instrumental and vocal attributes are shared with secondary school applications. Currently **293 (45%)** pupils in years 2 – 6 taking instrumental lessons. However, this number fluctuated through the year – more children take up lessons due to performances and EMS teachers leading assemblies.

Orchestra

Pupils who have been playing an instrument for at least a year, are invited to audition for our orchestra and ensembles -strings and woodwind. The orchestra is led by our music specialist.

EMS - Endangered Species

The EMS 'Endangered Species' programme encourages young people in learning musical instruments with a national shortage of players. Participating pupils receive free tuition and instrument hire from EMS – the only conditions are the pupil's commitment to learning and participation in Cadenza, the EMS Music Centre and our school orchestra.

We currently have 2 children learning Double Bass.

Performance opportunities are frequent within the community all year.

Clubs (Paid)

Music clubs are available in:

Dance

- Ballet for Reception (24 spaces offered - 23 filled).
- Ballet for Year 1 (24 spaces offered – 23 filled.)
- Ballet for Year 2 (24 spaces offered – 24 filled.)
- Ballet for Year 3 and 4 (17 spaces offered – 16 filled low spaces because they have graduated to the next level).
- Street Dance Year 3-6 (18 spaces offered – 22 filled).

Music

- Musical Theatre Year 3-6 (30 spaces offered – 32 filled.)
- Choir Years 3 -6 (50 spaces offered – 52 filled).
- Young Voices Choir Year 6 (50 spaces – 35 filled)
- Ukulele Years 3 -6 - (14 spaces offered -12 filled)
- Ukulele Years 1-2 – (14 spaces offered – 17 filled)

- Orchestra (waiting on final numbers)
- String Ensemble (waiting on final numbers)
- Woodwind Ensemble (waiting on final numbers)

Vulnerable pupils

43 (41%) SEND and 29 (35%) PP have tuition across dance and music in the school, many of these children do multiple musical activities.

All clubs are taught by music and dance specialists.

Pupil Premium pupils have access to a free club or music tuition. SEND pupils are priority for spaces with music and club tuition.

Musical experience

Live performances (2025-2026 Academic Year)

Musical experiences happen throughout the whole year at school and within our community:

- Parents/Reception/Year 1 and 2 watch the Fielding orchestra.
- High-quality music performances are watched/listen to in class settings, eg assemblies, productions.

Opportunities to perform in various venues:

- Year 1 Carol concert at St Pauls Church (free event))
- All year groups sing in their class assemblies (free event)
- All year groups from Year 3 – 6, perform in music assemblies (vocals and instruments) to celebrate good practice. (free event).
- Year 3 - 6 Choir perform in the Ealing School Music Association (ESMA) Christmas Concert (paid event).
- Years 4,5,6 guitar ensemble and choir perform at Pitzhanger Manor.
- (free event).
- Years 4,5,6 Brass, Woodwind and percussionists performed at Questers – Doo Dah Dit Jazz band (paid event).
- Years 5/6 Young Voices at the O2 Greenwich (paid event).
- Years 3/4/5/6 choir performed at the Fielding Christmas and Summer Fairs (free event).
- Years 3/4/5/6 Choir performed at the ESMA Christmas and Summer Concert at St Barnabus Church (paid event).
- Year 3 Easter and Year 6 end of year show – all Year 3 & 6 pupils perform to the school and parents.

Music Subject Leader Targets 2025-26: End of Year Review

✔ Use of Observations and Pupil Voice

Target: Conduct termly pupil voice surveys and lesson observations to inform planning.

Impact and Evidence:

- Music lessons were observed by SLT.
- Pupil engagement and participation were evaluated through Parliament Assembly activities.
- Findings have informed planning and curriculum development.

Status: Achieved

✔ Support in Early Years and ARP

Target: Increase targeted music sessions in EYFS and ARP by 25%.

Impact and Evidence:

- The EMS drum tutor delivered fortnightly music sessions, increasing access to specialist music provision for pupils in EYFS and ARP.
- Opportunities for musical engagement and participation were enhanced throughout the year.

Status: Achieved

✔ EMS CPD and New Initiatives

Target: Engage with EMS CPD programme and pilot one new initiative.

Impact and Evidence:

- EMS teachers led Woodwind and Guitar assemblies.
- The Endangered Species project was introduced, enriching pupils' musical experiences and providing cross-curricular learning opportunities.

Status: Achieved

✔ Musical Timeline Integration

Target: Introduce visual musical timelines in KS2 classrooms.

Impact and Evidence:

- A musical timeline was incorporated into the KS2 wall art display.
- This has supported pupils' understanding of musical genres, periods and historical context.

Status: Achieved

✔ Instrument Maintenance

Target: Complete termly health and safety checks and replace or remove broken instruments.

Impact and Evidence:

- Broken instruments were removed from circulation and replaced where necessary.
- Resources remain safe, accessible and fit for purpose.

Status: Achieved

Increase PP and SEND Participation

Target: Increase PP and SEND uptake in music clubs and tuition by 10%.

Impact and Evidence:

- A drum ensemble was established with six pupils participating.
- Targeted communication and promotion of musical opportunities continued throughout the year.
- Participation increased to 20%

Status: Partially

Celebrate Dance Achievements

Target: Include dance grade achievements in termly celebration assemblies.

Impact and Evidence:

- Dance achievements were celebrated when information was shared with the school.
- A more formal process is needed to ensure consistent recognition across all assemblies.

Status: Partially Achieved

Live Concert Opportunities

Target: Each year group to attend at least one live music event.

Impact and Evidence:

- Pupils in EYFS, Year 1 and Year 2 attended a live performance by the Fielding Orchestra at Christmas, providing valuable first-hand experience of live music.
- Timetabling constraints limited opportunities for external concert visits, further work is needed to extend these opportunities across all year groups.

Status: Achieved

Parental Engagement

Target: Share music opportunities and external links via newsletters and class pages.

Impact and Evidence:

- A monthly Music Newsletter was circulated throughout the year.
- Parents were regularly informed about performances, tuition opportunities and musical events.
- This exceeded the original target of termly communication.

Status: Achieved

Priorities for 2026-27

1. Implement formal pupil voice surveys each term alongside lesson observations.
2. Increase PP and SEND participation in clubs & instrumental tuition to be inline with non-SEND, Non-PP pupils and track impact more closely though the enrichment dashboard.
3. Establish a consistent process for celebrating dance achievements in assemblies.
4. Expand live music experiences so that every year group has access to at least one performance or workshop annually, including an external opportunity every 2 years.
5. Continue to develop partnerships with EMS & other music providers to further enrich the music curriculum and extracurricular offer, with a particular focus on vulnerable pupils.

Further information

Partnerships:

- Local music hub – Ealing Music Service (EMS)
- Ealing School Music Association (ESMA)
- Parent Teacher Association (PTA)
- Mozartist Outreach - Inspiring pupils through Mozart (mozartists.com)