Primary Music Development Plan

Academy:	Avonwood Primary School
Academic Year:	2026-2027
Plan Period:	October 2026
Music Lead:	Tracey Hannah
Headteacher:	Chris Jackson
Review date:	October 2027

Our vision for music

At Avonwood Primary School, our aim is to enable and inspire every child to become a musician.

We believe that all pupils should experience the enjoyment, creativity and sense of achievement that comes from making music. Through the United Learning Music Curriculum, we provide all pupils with opportunities to sing, listen, play, improvise, compose and perform. This enables children to develop their musical knowledge, confidence and proficiency while nurturing a lifelong appreciation of music whilst also encouraging children to contribute to the life of the school and wider community.

We have been trialling and are continuing to implement the Phase 1 pilot of the United Primary Music Curriculum. This is designed as a spiral curriculum. Musical knowledge is introduced carefully, revisited regularly and applied in increasingly sophisticated ways so that children can make more music, think more musically and become more musical.

Our ambition is that pupils leave our primary school with a strong musical foundation, confidence in themselves as musicians and the knowledge and skills needed to continue their musical journey into secondary education and beyond.

Our curriculum principles

Our curriculum is built upon the United Learning principles of Entitlement, Coherence, Mastery, Adaptability, Representation and Education with Character.

Entitlement

Every pupil, regardless of starting point or previous musical experience, has the right to become a musician. All pupils will have opportunities to sing, listen, play, create and perform.

Coherence

Musical learning is carefully sequenced so that knowledge builds term by term and year by year.

Mastery

Important musical concepts are taught explicitly, practised regularly and revisited until pupils can use them with increasing confidence and independence.

Adaptability

The core musical learning remains consistent while repertoire, teaching approaches and musical contexts can be adapted to meet the needs of pupils and reflect our school community.

Representation

Pupils encounter music from a breadth of cultures, traditions, places and periods, allowing them both to recognise themselves within the curriculum and to experience music beyond their immediate lives.

Education with Character

Music provides valuable opportunities to develop confidence, creativity, collaboration, perseverance, self-expression and the willingness to take creative risks.

How our Music Curriculum is structured

We are following Phase 1 of the new United Learning Primary Music curriculum and supporting and enhancing this with a range of discrete units throughout the school year, each focusing on a particular musical skill, instrument, concept, genre or area of learning

The United Music Curriculum develops three interconnected strands of musical knowledge:

Practical Knowledge	Theoretical Knowledge	Disciplinary Knowledge
The knowledge and skills children need in order to make music through singing, playing, improvising, composing and performing.	**What pupils know about music and how it works, including musical concepts, vocabulary and conventions.**	**How musicians think and behave: listening closely, imitating, rehearsing, refining, creating, interpreting, performing and making musical choices.**

Running throughout the curriculum are the **three pillars of musicianship:**

Constructive | Technical | Expressive

How children learn music

Musical learning develops through four stages:

1	2	3	4
Preparation	**Explicit Instruction**	**Deliberate Practice**	**Independence**
Children experience and are exposed to musical ideas	**New substantive and procedural knowledge is directly taught and modelled.**	**Learning is revisited through games, songs, listening and practical music-making.**	**Pupils apply learning increasingly independently through composition, performance and listening.**

Developing the United Primary Music Curriculum

The United Primary Music Curriculum is being developed through a planned three-phase approach.

The core architecture remains consistent across all three phrases; breadth, depth and musical independence increase over time.

Phase 1 – Establishing the Foundations

- Establish carefully sequenced progression through pulse, rhythm, pitch, structure and notation.
- Ensure pupils regularly experience practical music-making through playing games, singing, movement, listening and instrumental work.
- Establish a shared musical language across the school.
- Develop teachers' confidence in modelling and teaching music.
- Use short, regular opportunities for musical learning alongside longer sessions where appropriate.
- Ensure pupils experience Preparation, Explicit Instruction, Deliberate Practice and Independence.
- Identify and address gaps in pupils' prior musical knowledge.
- Develop consistency in curriculum delivery across year groups.

Success will look like: Pupils confidently participate in music-making; increasingly recognise and use the musical concepts appropriate to their year group; recall and apply previous musical learning; and demonstrate growing confidence when singing, playing, listening and creating. Teachers increasingly understand the progression within the curriculum and feel confident modelling and teaching core musical concepts.

Phase 2 – Broadening the Curriculum

- Broaden repertoire and listening experiences
- Increase exposure to different musical traditions, genres and contexts.
- Provide further opportunities for vocal and instrumental performance.
- Increase opportunities for improvisation and composition.
- Support pupils to apply musical knowledge in a wider range of contexts.
- Deepen technical, constructive and expressive musicianship
- Develop musical vocabulary and listening skills.
- Continue to develop teacher subject knowledge and confidence.

Success will look like: Pupils make connections between musical experiences, apply established knowledge in new contexts and demonstrate greater confidence when improvising, composing and performing.

Phase 3 – Realising the Full Curriculum Ambition

- Provide clear progression from EYFS to the end of Key Stage 2
- Secure strong vocal and instrumental musicianship.
- Develop progressive musical literacy.
- Support increasingly independent improvisation and composition.
- Provide rich and representative musical listening.
- Create opportunities for expressive and collaborative performance.
- Develop confident use of musical vocabulary.
- Provide secure foundation for transition into Key Stage 3.

Success will look like: Pupils increasingly combine technical, constructive and expressive musicianship, drawing on previously learned knowledge with greater fluency and independence. Our ambition is for pupils not simply to know more about music, but to think and behave increasingly like musicians.

Music beyond the classroom

Alongside curriculum music, Avonwood recognises the importance of creating a wider musical culture in which children can participate, perform and experience music with others.

Area	Our provision
Singing	All children attend weekly Singing Assemblies – these are split into KS1/EYFS and KS2 All children learn a number of songs throughout the school year and perform these songs in our Harvest, Christmas, Easter and end of term assemblies as well as Nativity plays and Christmas concerts to parents. Year 6 learn songs for their 'Leavers play' which they rehearse throughout the second half of the summer term and perform to the school and parents at the end of the academic year.

	All music lessons have a singing activity as part of the musical learning, warm up or teaching a musical concept. Children in EYFS have many opportunities throughout their school year to sing together in a variety of learning and cross curricular activities.
Instrumental Learning	Children are given opportunities to learn a range of instruments as a class throughout their time at Avonwood. They are introduced to the recorder in years 3 and 4. Our local music hub provide a 'First Access' tutor who come to Year 4 Music sessions for a term and teach a chosen instrument. Currently, the instrument provided is the toot. Children are also introduced to the glockenspiel in year 4 and then piano keyboards in years 5 and 6. Children in years 2-6 are also given opportunities, within class music sessions, to play the djemebe drums.
Choirs and Ensembles	Children in years 4-6 are given the opportunity to join the school choir where we meet for weekly rehearsals after school. This comes at no cost to families. The choir performs at the end of each term in assemblies and also takes part in the Bournemouth Schools Music Association Christmas Carol Concert, performing with over 200 children on the stage at the Bournemouth Pavilion. They also perform each Christmas with the St Peters Community adult choir, a brass band and choirs from two other local primary schools.
Individual/small-group tuition	At Avonwood, we offer weekly peripatetic instrument lessons to all KS2 children. The instruments on offer are keyboard, violin, guitar (electric and classical), woodwind and singing. Families pay the tutors directly for this service and most lessons are scheduled to take place at arranged times throughout the school day. Instruments can be hired from our local music hub (SoundStorm) for the children to use for these lessons.

Performances	Children are given opportunities to perform in a Christmas Nativity play (EYFS/KS1) or Christmas Carol Concerts to parents at the end of each Autumn Term. They also perform these concerts to the rest of the school. Each year group and whole Key Stage learn songs to perform to the school at the Harvest and Easter assemblies. Year 6 perform a 'Leavers Play' to the rest of the school and parents at the end of the academic year.
Live Music Experiences	SoundStorm, our local music hub, provide a 'Live and Inspired' performance where the children are given the opportunity to watch a musical performance by either a small group or individual musicians. We also take up opportunities for other musical performances, such as a flautist from the Royal Philharmonic Orchestra who came to play to year 4 and then performed a short concert to KS2. Children who perform in the choir are also given the opportunity to watch a brass band play in the concert they sing in. Our peripatetic teachers also play to the children at different times during the school year in order to encourage children to hear and see their instrument being performed at a high level.
Community and Cultural Partnerships	The school advertises opportunities for children to attend larger orchestras and music groups within the local area.

Inclusion and musical entitlement

At Avonwood, we believe that musicianship belongs to **everyone**.

Music teaching is designed so that pupils can participate successfully regardless of previous musical experience or additional need. Teachers use modelling, repetition, movement, voice, visual representation and carefully scaffolded practical activities to support participation.

We seek to remove barriers to music-making while maintaining ambitious musical expectations for all pupils.

The curriculum allows schools to adapt the way learning is taught while preserving the core musical knowledge pupils are entitled to learn: the 'what' remains stable while the 'how' can be adapted.

Developing our staff

A successful music curriculum depends upon confident teachers. During the three-year development of the United Learning Music Curriculum, staff development will support teachers to:

- understand how musical knowledge progresses
- develop confidence using their own singing voice
- model musical activities effectively
- use musical vocabulary accurately
- teach rhythm, pitch and notation progressively
- lead practical music-making confidently
- recognise and address misconceptions
- assess pupils through everyday music-making
- adapt musical activities appropriately while retaining the intended learning

Our aim is to demystify music teaching so that classroom teachers feel able to lead high-quality musical learning and specialist expertise can be used to enrich and extend provision.

How we will know that pupils are making progress

Assessment in music should support musical learning rather than interrupt it.

We will evaluate pupils' progress principally through what they can understand, hear and do as musicians.

- observation during singing, playing and practical music-making
- more ‘doing’ rather than just questioning and musical discussion
- listening activities
- pupil performance
- improvisation and composition
- pupils' increasing use of notation and musical vocabulary
- opportunities to revisit previously taught musical concepts
- pupil voice
- audio or video evidence where this is useful and proportionate

Progress is demonstrated when pupils successfully keep up with a well-sequenced curriculum and can increasingly apply previous musical learning with confidence and independence.

Avonwood Primary School priorities for 2026-27

Priority	Actions during 2026-27	What success will look like
1. Implement Phase 1 of the United Learning Music Curriculum	Ensure curriculum materials are taught progressively across relevant year groups. Identify prerequisite knowledge and address gaps.	Pupils experience a consistent, progressive curriculum and can recall and apply previously learned musical knowledge. All pupils will receive high quality music education
2. Develop teacher /HLTA confidence	Provide curriculum introduction, modelling, CPD and opportunities for staff to observe effective practice.	Staff report greater confidence and demonstrate increasingly secure musical modelling and vocabulary.
3. Strengthen practical music-making	Ensure pupils regularly sing, move, play, listen, improvise and compose rather than learning primarily about music. Build a strong culture of singing and performance across the school. Develop a progressive song repertoire.	Pupils participate confidently and demonstrate improved vocal quality and increasing technical and musical fluency. Children are given more opportunities to sing and perform to audiences during the school year. Singing will be celebrated across the curriculum and throughout each year group.
4. Develop the wider musical life of the academy	To provide an increased range of instruments, through our peripatetic teachers, for children to learn. – Brass and Drumming to be introduced during Spring term 2027. Provide more opportunities for the choir to perform in different situations, locations and therefore different audiences.	Increasing numbers and range of pupils participate in musical activity beyond curriculum lessons. Drumming and Brass peripatetic lessons on offer for children. The choir will sing at school events – such as the summer fair and in locations such as care homes and other community groups.
5. Monitor impact and prepare for Phase 2	Gather pupil and teacher feedback, observe music learning and identify strengths and areas for development.	Phase 2 planning responds to identified areas of need at Avonwood, while retaining the shared United Learning curriculum architecture.

Reviewing our plan

This plan will be reviewed annually by the Music Lead and senior leadership team.

The review will consider pupil musical progress, participation, pupil voice, staff confidence, curriculum implementation, inclusion, enrichment and performance opportunities.

Our priorities will then be updated as the United Learning Primary Music Curriculum moves from Establishing to Broadening to Deepening.