

# Music development plan summary: Tivetshall Primary School



## Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Tom Henry
Name of local music hub	Norfolk

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

- We are a school based in our community, for our community.
- We want our children to be Motivated, Ambitious, Resilient and Kind (MARK) and develop respect for themselves and others. Through a drive for progress and an innovative curriculum we hope our pupils leave us as well rounded, confident individuals with skills to take on any challenge!
- At Tivetshall Primary School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.
- We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the importance of all types of music.
- Through whole class music lessons, school choirs and peripatetic music lessons, we aim to provide children with the opportunity to progress to the next level of their creative excellence.
- At Tivetshall Primary School we deliver a clear and comprehensive scheme of work in line with the National Curriculum through Charanga. Charanga is a scheme of work which offers a topic-based approach to support children's learning in music.
- Children have opportunities to develop their skills in inquiry and critical thinking. Our aim is that children will begin to feel and learn about social

connectivity and deepen their musical understanding and connect this with their place in their community.

- Our curriculum allows children to become globally aware and understand what it means to become a citizen of the world.
- We firmly believe songs and singing lie at the heart of the learning process and an authentic musical experience is at the heart of musical learning.
- Our music planning overview follows the Model Music Curriculum and is designed to enable children to progress as they move up each class.
- We use a flexible, structured approach to music teaching allowing children to understand and connect with different styles of music from various cultures, particularly where cultures intersect.
- Through this approach children will gain an understanding of historical and cultural contexts related to music.
- Children will form their own musical opinions and learn to make their own musical decisions. The spiral design of our curriculum allows children to become fully immersed in familiar music-making activities and concepts which are revisited and developed on as children progress through KS1 and KS2 deepening their learning and understanding. For our mixed age classes we follow A and B cycles in KS1 and A-D cycles in KS2 to ensure all knowledge is built on sequentially through each child's time in that class.
- Our children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music.
- In addition, we develop children's understanding of how music relates to culture and their world experiences both in and outside of school through the use of 'Social Questions' which are progressively revisited throughout the scheme.
- While Music is not a timetabled weekly lesson in EYFS, music opportunities are planned for as part of continuous provision as well as discrete lessons where appropriate. Teachers will seek opportunities to teach new concepts and topics through songs. In KS1 and KS2, children will take part in weekly music lessons. They will be given opportunities to learn music specific vocabulary in a meaningful context. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. skill and given chance for collaboration through composition.
- We are passionate about ensuring that pupils are given opportunities outside of the National curriculum, such as meeting visitors with musical talent, attending and taking part in concerts and being able to perform in school productions. Above all we aspire to encourage children to

have a love of music and to continue their musical journey in secondary education.

## Part B: Co-curricular music

- Pupils have opportunities for whole school and class enrichment when exploring different genres of music.
- Pupils can have opportunities to participate in local music festivals or ensembles.
- A love of music performing and appreciating music is encouraged and promoted.
- Extra-curricular opportunities to participate in music are signposted to pupils and their families.
- In assemblies' songs are celebrated from across different cultures.
- Children are encouraged to sing in groups or take solo parts.
- Parents are encouraged to watch performances and celebrate their child's musical abilities and achievement.
- Local musicians and bands are invited in to school to perform and educate the pupils in how music is an important form of expression and enjoyment.
- Pupils attend a pantomime yearly (online) and attend a local high school musical production.
- Multi-cultural instruments are explored, and their names and materials are investigated.
- Music from different cultures is respected and pupils' opinions are valued in class, enabling our pupils to follow our MARK values.
- Music is played and used to enhance History and Geography lessons and to bring a topic to life.
- Art may be influenced by certain music genre being played in lessons.
- PE-Dance, drama and movement lessons often require music to be played in order to motivate children in their fitness and abilities.
- Mathematics number rhymes, chants, raps and ditties are often used to teach mathematical concepts and help children to remember them.
- In English pupils may learn songs and rhymes and will need to learn the lyrics by heart.

## Part C: Musical experiences

- In school performance opportunities such as the Christmas Nativity and Christingle. This includes opportunities for singing and playing instruments.
- Singing assembly introduces different styles of singing including part songs, call and response and the children suggesting ways to texture and perform. Children perform these songs at shared assemblies with parents at the end of term.
- All of the above opportunities are inclusive and accessible for all of our learners.

## In the future

- The School aims to maintain the high profile of music.
- Opportunities for performance are planned to continue and new opportunities will be monitored and welcomed.
- The curriculum (based on MMC) has been updated and is in place to support teachers in delivering a quality curriculum term on term.