

Music development plan summary: Hilton Lane Primary School

Overview

Detail	Information
Academic year that this summary covers	24-26
Date this summary was published	October 2025
Date this summary will be reviewed	September 2025
Name of the school music lead	Gemma Hudson
Name of school leadership team member with responsibility for music (if different)	Hayley Kearsley
Name of local music hub	Salford Music Service
Name of other music education organisation(s) (if partnership in place)	N/A

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.

Hilton Lane Primary School was given The Music Marks Award 24-25:



Music begins in the Early Years with daily singing and exploration of instruments.

All children at Hilton Lane Primary School have a weekly music lesson. Our music curriculum can be viewed here: [Music - Hilton Lane Primary School - Aiming High Together](#). The delivery of music lessons is supported by Charanga and routed in the

principles of The Model Music Curriculum. Children have the opportunity to listen and appraise a variety of musical genres and styles.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology 3 appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners.

Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

How This Subject is Taught

Music is taught using the Charanga scheme of learning. Charanga is a progressive program that enables pupils to reflect and build on their musical knowledge and skills.

This scheme is taught from Reception to Year 6. Pupils are now familiar with the structure of music lessons and know the high expectations set by staff.

Nursery sing simple rhymes and songs, and Phase 1 phonics activities, which link to the Early Years Framework.

Alongside teacher led music lessons, every child from Y1-Y6, has instrument tuition. By the time they leave us, children will have learnt the following instruments for two years each:

- Glockenspiel
- Recorded
- Violin

This offer is available for all children, Adaptations will be made where required to ensure that all children can access.

In addition to Charanga and weekly singing assemblies, each Key Stage have weekly 30-minute singing sessions, led by members of staff. These include music appreciation and learning and performing songs in unison and in multi-parts.

Planning and coverage

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school, excluding Nursery. It provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum and Development Matters.

Each academic year is broken into 6 units of work (1 per half term), each divided into 6 progressive steps. Each unit is designed to take approximately six weeks, often focused on a specific song or piece of music. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

Each Unit of Work focuses on the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition

3. Performing

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different 3 musical activities enable a more secure, deeper learning and mastery of musical skills. The teacher can plan and provide the opportunity to embed a deeper learning, knowledge, understanding and skills.

Children get additional opportunity to create and perform during instrument tuition.

- Teachers have been using Charanga in the progressive sequence which results in pupils being able to make links between skills.

- A variety of instruments are being used to support children's development.
- Music is a timetabled subject, with schemes of work and assessment in place. All students can access this curriculum from EYFS to Year 6 which ensures the progression of skills and knowledge throughout each year group.
- Pupils with SEND can participate and progress well (supported by technology, tools and instruments), which enable music lessons to be fully inclusive for all pupils.
- Every child is entitled to learn to play a tuned instrument. Teachers are supported in their instruction of glockenspiels through Charanga, and further tuned tuition is also available through the local music service.

Music in EYFS

We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Adaptation

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Grouping children by ability in the room and setting different tasks to each ability group.
- Providing resources depending on the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children.

SEND

We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

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.

Pupils at Hilton Lane are provided with many musical experiences, including a Rock Band Concert from The Lowry Academy, an Orchestral Performance and regular exposure to a variety of musical genres - allowing them to develop a love of music and their talent as musicians.

At least once a year, all children in key stages one and two school have the opportunity to watch a live performance in school, enjoying listening to and participating in a variety of songs. Throughout the year, all pupils are given opportunities to perform to parents, carers, peers and governors, for example; singing in family workshops, Christmas performances, Year 3's Christmas Carol Concert and in our termly singing showcase assemblies.

Hilton Lane has weekly whole school singing assemblies where children learn a variety of songs with cross curricular links e.g. science, RE.

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.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

All year groups participate in class assemblies, which are performed to family and friends and across the year.

At Christmas, EYFS and KS1 perform a play, nativity or service to family. Year 3 also perform a Christmas Carol Concert to governors and parents.

Year 6 pupils perform an end of year concert to the whole school, parents and governors.

Music is interwoven into our WOW curriculum with children attending a pantomime with songs to join in with.

In the future

This is about what the school is planning for subsequent years.

Looking to the future, we aim to:

- Continue with whole school music tuition from Y1-Y6 to ensure children develop and build on their skills with a focus on composition
- Provide more opportunities for children to perform, attending some MAPAS performance
- Further enhance the school choir, aiming to attend Young Voices
- Further develop the quality of whole school singing, recording and celebrating our progress with parents/carers via seesaw
- Further expose the children to a variety of musical genres in line with the proposed composers and songs in the model music curriculum:
https://assets.publishing.service.gov.uk/media/6061f6a3e90e072d94e6f920/Model_Music_Curriculum_Key_Stage_1_2_FINAL.pdf and to collate these for easy access for staff

Further information (optional)