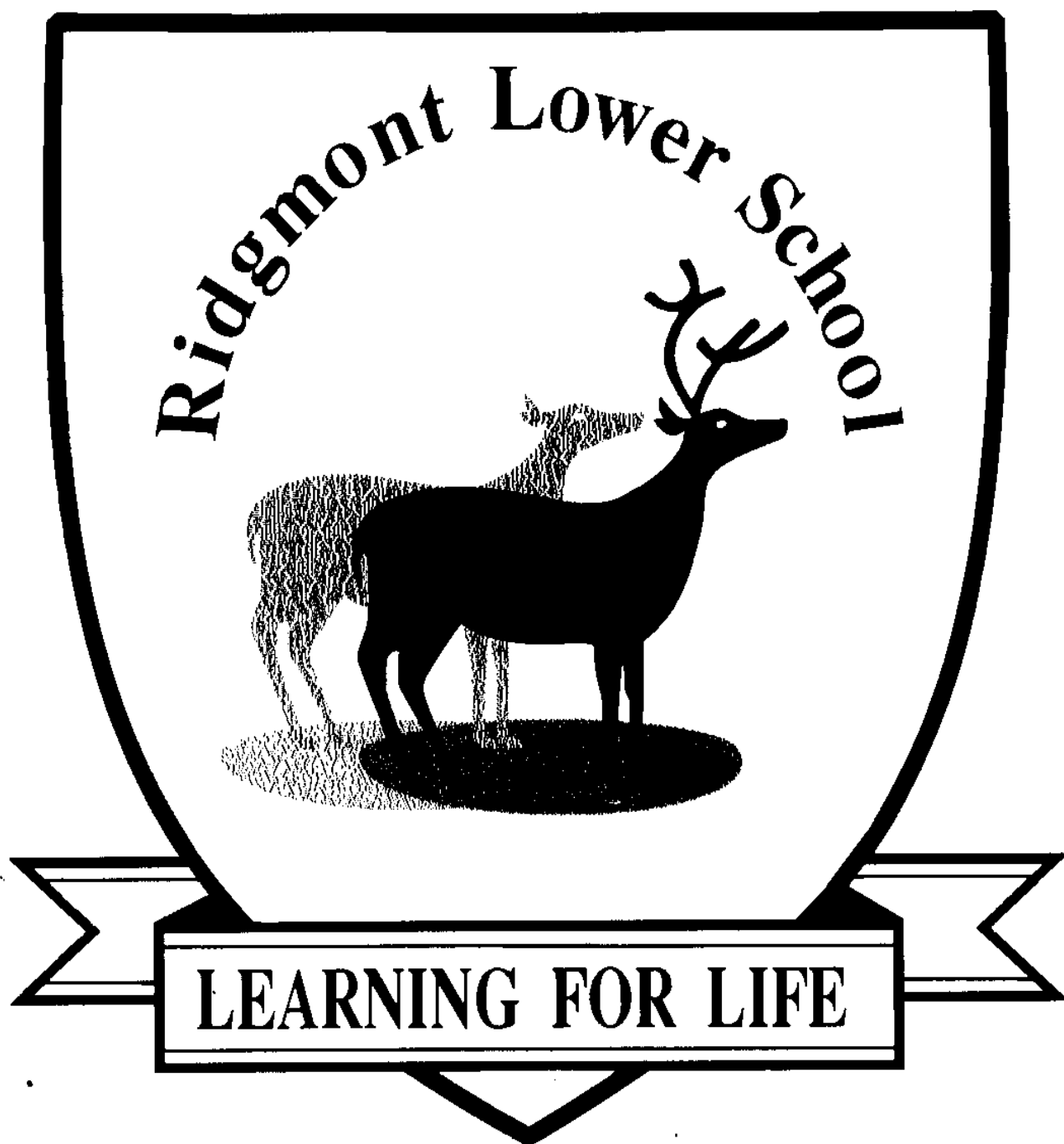




MUSIC DEVELOPMENT PLAN SUMMARY

Written	September 2024
Reviewed & Updated	September 2025
Review Date	September 2026

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	Allison Jakes
Name of local music hub	Inspiring Music Hub (Central Bedfordshire Council)

This is a summary of how our school delivers music education to all our pupils across three areas

- Curriculum music
- Co-curricular provision
- Musical experiences

It also includes what changes we are planning in future years. This information is to help pupils and parents/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 and the surrounding area, built on the school's motto 'Learning For Life'.
- We want our children to flourish and develop dignity and 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!
- We aim to develop inspired, successful, confident, articulate and independent learners, who are prepared for the next stage of their educational career. We offer a diverse curriculum, rich in experiences, texts, languages and challenges, which was designed to support each child in their approach to learning.
- At Ridgmont Lower School we aim to develop pupils' experiences of Musicality! We encourage curiosity in order for pupils to participate in a variety of musical experiences through which we aim to build confidence. All classroom music is inclusive and structured so that there can be success for all. Instruments and parts can be adapted and selected to challenge all learners.
- Pupils develop their singing voices, using body percussion and whole-body actions, and learning to handle and play instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.
- We teach our pupils to listen to, appreciate and evaluate different forms of music. All types of response to music are welcomed whether physical or verbal. We investigate how to communicate feelings and emotions through creating different forms of music. Pupils can enjoy the opportunity to learn a musical instrument and challenge themselves to have the courage to perform to an audience.

- The music curriculum ensures pupils have opportunities to sing, listen, play, compose, improvise, perform and evaluate. This is embedded in classroom activities as well as in collective worship.
- Our music planning overview is designed to enable children to progress as they move up each class.
- The elements of music are taught in the classroom lessons so that children understand how it is composed, played, appreciated and then can analyse it.
- Performance, including improvisation and composition is a key element.
- Pupils are taught how to play various un-tuned and tuned percussion instruments, use dot, staff and graphical notation, along with time, and key signatures.
- Pupils learn how to perform using body percussion, vocal sounds and different principals of singing. This includes warm ups, voice control and voice care.
- Pupils learn songs to enhance over-arching topics and singing, chanting or rhymes are taught across the curriculum, as appropriate.
- Music is used as inspiration for dance, drama, movement or to bring a time period or culture into the children's grasp of understanding.
- Music is used within classrooms to balance mood and create atmosphere. Children are encouraged to discuss how music supports their learning.
- Pupils perform regularly in different groups, including singing and assemblies.
- Pupils are given musical experiences and opportunities on a daily basis, through listening to music in collective worship, learning songs across the curriculum or using body percussion or instruments to compose and communicate their musicality. Our music curriculum enables pupils to develop an understanding of culture and history as well as ethnicities from across the world.
- We ensure 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.
- 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 collective worship and RE lessons, songs are learnt, across different cultures and faiths. Children are encouraged to sing in groups or take solo parts.
- Pupils attend live theatre events where music is performed.
- 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 the rainbow values
- Art may be influenced by certain music genre being played in lessons.

- RE-learning religious songs, hymns and carols.
- 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 Summer Play. 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 opportunities are inclusive and accessible for all of our learners.

In the future

- The school aims to maintain the high profile of music.
- We aspire to have a budget that can be set to continue to access the County music specialist tuition across KS1 and KS2.
- Opportunities for performance are planned to continue and we will seek out new opportunities.
- The curriculum is the process of being updated and is in place to support teachers in delivering a quality curriculum term on term.