



# Music development plan summary: Tuxford Primary Academy

## Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	December 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Tammy Martin
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Nottinghamshire Inspire
Name of other music education organisation(s) (if partnership in place)	NA

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.

Curriculum – At Tuxford Primary Academy (TPA), we use the Primary Knowledge Curriculum (PKC) scheme across the school.

Our scheme of work fulfils the statutory requirements of the Model Music Curriculum 2021. The Model Music Curriculum 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 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.

At TPA we believe music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.' – The Model Music Curriculum 2021

At Tuxford Primary Academy our children increase their self-confidence and gain a robust understanding of music through a range of opportunities to create, play, perform and enjoy music.

Our music curriculum ensures that all children:

- Develop a love for music.
- Listen to, review and critically evaluate music across a range of periods, genres, styles and traditions.
- Perform through learning to sing and use their voices.
- Create and compose music on their own and with others.
- Have the opportunity to learn to play a musical instrument.
- Understand and explore how music is created, produced and communicated by understanding the inter-related dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key principles of the PKC scheme

- Musical knowledge is gained through experience, developing expressive intentions through music.
- Each unit has a musical focus known as dimensions of music. Experience and understanding of these builds gradually through the curriculum. Whist one unit will focus on a particular dimension of music others are referred to and highlighted.
- Each unit follows the same structure allowing children to practise and build on their knowledge and technical skill to be able to perform with increasing confidence and expression.
- Understanding and proficiency is built with repeated experience of how these elements intersect.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose music.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements with the added complexity of an instrument.

As children progress through school, they are expected to concentrate for longer and listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotion.

Children learn about pulse and pitch and are taught how to work with others to make music.

Through music our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making and presentation and performance skills. These skills are vital to children's development as learners as well as having a wider application in their lives outside and beyond school.

#### Implementation

In accordance with The Model Music Curriculum (2021), we ensure that the coverage of knowledge and skills is developed sequentially across the school. We have adopted the PKC Scheme ensuring that children receive quality music lessons throughout the year. Children cover one unit per half-term. A music lesson of 1 hour or two 30 minute sessions is taught weekly.

We take a holistic approach to music where the various strands are woven together to create rich learning experiences:

- Performing
- Listening
- Appraising
- Composing
- The History of music
- The dimensions of music

Each unit combines these strands within a cross-curricular topic designed to enthuse pupils and encourage pupils to actively engage and explore music.

PKC provides an expansive classroom-based, participatory and inclusive approach to music learning. Throughout the scheme 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. Through a range of class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons, children learn music specific vocabulary in a meaningful context. The elements of music are taught explicitly so that children are able to use the language of music effectively to discuss and understand how it is played, appreciated and analysed. The children learn to recognise, name and discuss the inter-related dimensions of music- pitch, duration, tempo, timbre, structure, texture and dynamics and use these expressively in their own improvisations and compositions.

Lesson Delivery- Within each music lesson there will be:

- A clear learning objective
- A recap or introduction starter which revisits previous learning
- The children are then exposed to the new learning or learning in their sequence.

- The children are prompted with assessment questions to get them thinking about what they have learnt.

Over the course of a unit the lessons taught will include performance, composition, specific listening tasks and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

The PKC Scheme allows for revisiting and consolidating skills. The lesson plans help children build on prior knowledge whilst introducing new skills and challenges.

#### Music in EYFS

Music forms an integral part in learning in EYFS. In EYFS the Charanga Scheme is used. Music is covered in topic work as well as part of the specific area, Expressive Arts: Being imaginative identified in the Foundation Stage Framework (2014). Musical aspects of the children's work is related to the objectives set out in the Early Learning Goals (ELG's).

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.

Model music curriculum - The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...

In the Autumn term Year 4 receive a 10 week drumming unit delivered by a specialist music teacher drawing to a close before Christmas with a performance for parents.

Planning - Our medium term plans shows which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals for both prime and specific areas in EYFS. The medium term plans also detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, key stage 1 and key stage 2. Individual lesson plans include guidance on differentiation to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

Gaps in knowledge in upper key stage 2 have been addressed by the whole group following the PKC year 4 curriculum. In key stage 1 gaps in knowledge are addressed as and when needed.

We recognise the success to addressing these gaps is in regular communication between staff and the music lead.

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);
- 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 ensures 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.

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded on our subject assessment trackers. Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Resources - We have a range of percussion instruments. There is a central store of:

- Boom whackers
- Ocarenas
- Recorders
- Glockenspiels
- A keyboard and piano
- Songbooks and Christmas Production packs
- Music stands

#### Part B: Co-curricular music

Nottinghamshire Inspire has successfully provided whole group drumming sessions to the year 4's for many years. This whole-class tuition programme has provided high-quality music education, tailored to meet the needs of our pupils.

Piano teacher delivers private piano lessons weekly.

Rocksteady provide small group tuition weekly from Reception to Yr 6.

Key Stage 2 children have the opportunity to sing and perform in our school choir.

Small scale performances take place regularly at school and within the community for example singing at the village light switch on at Christmas time and performing Carols around the Tree.

## Part C: Musical experiences

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.

Across all key stages, children experience live musical theatre performances at Christmas time by a professional theatre company.

Key Stage 2 children attend Young Voices

Children also take part in musical performances, such as Christmas plays and nativities. There are opportunities to perform either individually or as a choir in the termly music festivals.

Children in the Rocksteady music groups perform a concert termly.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE.

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

## In the future

CPD – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery.

Links with Tuxford Academy to collaborate with secondary school teachers and pupils (ie post 16) to support and enhance music.

Exposure to live music events.

Plan to form a music ensemble.