

Music development plan summary

Hillside Primary School

Overview

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	January 2026
Date this summary will be reviewed	July 2026
Name of the school music lead	Nathan Foster
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Gloucestershire
Name of other music education organisation(s) (if partnership in place)	Link Learning (instrument tuition)

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.

Music at Hillside Primary School is taught in all classes from Early Years Foundation stage to Year 6. We aim to develop pupil's knowledge, skills and understanding in music through a wide range of teaching styles. These include; actions and dance, whole class work, small group work and individual work.

Our music curriculum enables:

- Pupils develop their performance skills through learning to play instruments (e.g. recorders and glockenspiels in KS1 and KS2), singing a variety of songs and rehearsing and performing with others. Currently, Y4 children are developing their recorder skills and one class has had ukulele lessons.
- Pupils learn to listen with increased concentration to internalise and recall sounds.

- Pupils are exposed to music from various cultures and communities throughout the year.

Teachers plan lessons supported by the Charanga Music Scheme. Within the scheme there are adult led and child initiated activities. Children with SEND are individually supported in class depending on their various requirements, for example: use of ear defenders when music lessons are louder than average, teachers differentiate their lessons and use planning to challenge all pupils depending on their ability.

- Children take part in regular performances throughout the year including the following:
 - Harvest Assembly (YR and Y2)
 - All children participate in Christmas performances
 - Young Voices in Birmingham (Y5-6 choir)
 - Performances by Reception and the Young Voices Choir at Gloucester Services
 - Family Assemblies
 - Y4 end of 10 week tuition performance (Recorder and ukulele)
 - Year 6 leavers' performance

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.

Singing is part of our music curriculum. Songs learned are sung in productions and other events such as Christmas, Harvest and other celebration events throughout the school year. We arrange for classes to sing for their peers and in the community e.g. Gloucester Services. 45 Year 5 and 6 children have taken the opportunity to take part in Young Voices this year. Year 4 take part in GSW Hub a 10 week course of recorder and violin lessons with weekly professional teaching.

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.

Children take part in regular performances including the following:

- Harvest Assembly (YR and Y2)
- All children participate in Christmas performances
- Young Voices in Birmingham (Y5-6 choir)
- Performances by Reception and the Young Voices Choir at Gloucester Services
- Family Assemblies
- Y4 end of 10 week tuition performance (Recorder and Violin)
- Year 6 leavers' performance

In the future

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

- Broaden opportunities for children to learn more instruments through peripatetic teachers (piano, guitar, string instruments)
- Music lead to continue to develop and embed music across the school- consider music curriculum for 2025/26
- Monitor music teaching more closely- provide support to teachers who are not confident music.
- Continue to support children with SEND needs or are facing barriers to learning
- Provide more performance opportunities.

Further information (optional)

Reference: Music Action Plan 2025-2026

Visit the GSW Music Hub for information on local music opportunities for young people:

<https://www.makemusicgloucestershire.org.uk/>

Greenshaw Learning Trust: <https://www.greenshawlearningtrust.co.uk/>