

# Music development plan summary: Geoffrey Field Junior School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

## Overview

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	September 2025
Date this summary will be reviewed	September
Name of the school music lead	Emily Smith
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Berkshire Music Trust
Name of other music education organisation(s) (if partnership in place)	

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.

At Geoffrey Field we use the Sing Up! Music scheme. This is our first full academic year using it having trialled some units last year. We found this scheme to have more variety in tasks and musical styles and was therefore more engaging for the children. Staff also found this scheme easier to deliver from. We have identified gaps in children's musical knowledge and have included more work on instrument recognition, especially in Year 3, and a notation progression which is used across the year groups. Please follow this [link](#) to see our long term plan for each year group. Year groups either have one longer unit or two shorter units per term.

Throughout all of the units pupils will develop their listening and appraising skills by listening to a wide range of different genres. Pupils also have the opportunity to regularly sing and play the glockenspiels. They are taught stick notation from year 3 and by year 6 can notate music on the staff. Pupils are also given the chance to compose their own short melodies based on the music they have been learning.

The children also have a term in Year 5 of whole class ensemble teaching through Berkshire Music Trust. This year the children will learn the 'toot' (an adaptive instrument similar to the flute). This has developed their ensemble skills and rhythm skills and they will be able to perform a short concert.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this here.

**For secondary schools:** Set out what music qualifications and awards pupils can study and achieve at the school in the academic year, including graded music exams (all key stages) and GCSE, A level or vocational and technical qualifications (at key stage 4 and 16 to 18). If your school already publishes this information, include a link in this summary.

## Part B: Extra-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.

This year the children have had several co-curricular music opportunities. We have introduced piano and drum lessons. We have 31 pupils currently involved in these. These are available either 1-1 (£16) or in pairs (£8 per child). We subsidise pupil premium children £4 per paired lesson. We have also run a Christmas Choir where the children rehearsed for several weeks before going to perform at Reading Station and for the school. We offer a musical theatre club run by external providers and have a music club. Last term, the music club learnt how to play different percussion instruments and ensemble skills.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

**Alternative titles** for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

## 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.

We have a variety of other musical experiences that the children engage in. The whole school attends a singing assembly once a week. This develops the children's vocal skills as they perform together as an ensemble. They also learn about different musical structures such as songs splitting into parts or rounds. This is also an opportunity to do some retention of instrument recognition as the song of the week is listened and appraised.

In Year three the children perform a Christmas Carol concert featuring both traditional and modern Christmas songs. This is free for parents to attend and the whole school also attends a separate performance. In Years 4 and 6 the children also do a production. These always provide an opportunity for children to sing as a group or solo to an audience. This is also free for parents to attend and the whole school also attends a separate performance.

There are also termly concerts where the pupils having extra-curricular piano or drum lessons perform to both the school and parents.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

**Alternative titles** for Part C could be 'Musical events' or 'Musical performances'.

## In the future

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

This coming year we are changing our whole class ensemble provision to the 'toot' rather than brass instruments. This is as the toot is a more adaptive instrument which is easier for beginners.

We are also anticipating growth in the demand of individual or paired piano and drum lessons. We would like to combine some of these pupils to create a school band.

We also plan to offer more extra- curricular music ensembles such as continuing the percussion group or recorders, who would perform as part of the termly clubs show.

The implementation of "Sing It" is a crucial component of our primary school's music development plan, offering a significant and justified return on investment for the musical advancement of our pupils. This program provides a structured, progressive framework specifically designed to enhance core musical skills, including pitch recognition, rhythmic accuracy, vocal technique, and active listening, all of which are foundational to future musical proficiency. By utilizing "Sing It," we can ensure that every child, regardless of prior experience, receives high-quality, sequential singing instruction. Singing is the most accessible form of music-making and is proven to boost language development, memory, and cross-curricular learning. Therefore, the purchase of "Sing It" is not merely an expense, but an essential strategic investment that directly addresses the objective of elevating the standard and consistency of music education across the entire school, fostering a vibrant, musically confident student body..

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to

one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

## Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.