CRESCENT PRIMARY SCHOOL
Music development plan summary Summer Term 2026

Overview

Detail	Information
Academic year that this summary covers	2026 - 2027
Date this summary was published	Summer Term 2026
Date this summary will be reviewed	Summer Term 2027
Name of the school music lead	Nichola Wyatt
Name of school leadership team member with responsibility for music (if different)	Rachel Spray
Name of local music hub	Inspire Nottingham and Nottinghamshire
Name of other music education organisation(s) (if partnership in place)	Rock Steady Musician in Residency

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 Crescent Primary School, we are Masters of Music. We believe music is a powerful form of expression that enriches children's lives, develops creativity and confidence and promotes wellbeing. Through our curriculum drivers of Healthy Bodies, Healthy Minds, Dream Big and Crescent Values, we provide an inclusive music education that enables all pupils, including those who are disadvantaged, have SEND or speak English as an additional language, to participate, perform and succeed as musicians.

The Oak National Academy Scheme enhances our Music curriculum at Crescent Primary School. It uses an evidence-informed approach so that the curriculum aims to develop pupils as musicians, taking into account the complexity of knowledge of music, how pupils learn in music and the importance of appropriate sequencing in

encouraging pupils to make connections across styles and develop meaningful understanding of music. The Oak National Academy draws on evidence from Education Endowment Foundation (EEF, resources reflecting findings from Sweller's cognitive load theory, Mayer's principles of multimedia learning and Rosenshine's principle of instruction. It also implements recommendations from the National Curriculum for Music and the non-statutory Model Music Curriculum (MMC) Guidance published by the DfE in 2021.

This Scheme provides clearly-sequenced units and lessons with week-by-week support for each year group. There are lesson plans, PowerPoints and teaching videos, a clear learning progression, as well as engaging and exciting songs and resources to support every lesson.

The Music Curriculum, at Crescent Primary School, follows a spiral approach to musical learning with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing musical confidence and enabling them to go further. Teachers can adapt their teaching to respond to the strengths and needs of the children they teach.

Six lessons are taught each half term, all of which follow a scripted pattern: musicianship options, listening, singing, playing and performing. Learning is evidenced through recordings of lessons on the Seesaw app.

All pupils receive a minimum of one hour of curriculum music each week, alongside a weekly singing assembly. Children in Key Stage 2 develop their ensemble and notation skills through regular class instrumental work using tuned percussion instruments.

The Music Curriculum at Crescent Primary promotes inclusivity as each unit builds and extends knowledge incrementally. Lessons can be scaffolded through adult and peer support, clear sequenced lessons, access to a variety of instruments and supportive teaching and learning aids on screen.

In addition to the planned lessons, children experience a Key Stage 'Singing assembly' each week where a variety of songs are taught and techniques revisited. Some of these assemblies are accompanied by live guitar and piano playing.

In the Early Years, a progression of learning is identified to ensure a wide range of musical opportunities are available to the children through continuous provision, enhanced provision and outdoor learning.

Teachers assess musical learning through observation, performance, composition outcomes, discussion and recorded evidence. Assessment information informs future planning and support.

Music provision is monitored through lesson visits, pupil discussions, curriculum reviews, assessment information and performance opportunities. Findings inform school improvement priorities.

Pupil Voice surveys show that children enjoy opportunities to perform, learn new songs and value learning about musicians from different cultures and traditions.

Leaders work closely with families to remove barriers to participation and ensure that disadvantaged pupils, pupils with SEND and pupils who speak English as an additional language are able to access musical opportunities.

Where appropriate, information about pupils' musical interests and achievements is shared with secondary schools to support continued participation in music.

End of Phase Child:

By the end of the Early Years Foundation Stage our EYFS Masters of Music will sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. The children also have opportunities to explore tuned and untuned musical instruments within the classroom and outdoor provision. In order to progress through these milestones and achieve these goals the children are supported through play based and guided activities.

Our end of Key Stage 1 Masters of Music will experiment with, create, select and combine sounds using the interrelated dimensions of music. They will listen with concentration and understanding to a range of high-quality live and recorded music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will play tuned and untuned instruments musically and experiment with, create, select and combine sounds using the interrelated dimensions of music.

By the end of Key Stage 2 our Masters of Music will use and understand staff and other musical notations. They will listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians. They will develop an understanding of the history of music and listen with attention to detail and recall sounds with increasing aural memory. They will improvise and compose music for a range of purposes, using the interrelated dimensions of music. They will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

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.

To further develop our children's experiences of music we have weekly singing assemblies and children in Key Stage 2 have the option to join our school choir. The choir performs both in school and the wider community (care homes, Mansfield Market place, local hospital and supermarkets), taking advantage of the 'Dream Big' curriculum driver when performing in a local choir competition. We have successfully won the local Music and Drama Festival previously and have performed at Young Voices 2025! The school choir attracts 20+ children to the weekly practices and concerts.

There are also opportunities to learn how to play a musical instrument such as the guitar which is timetabled in weekly by a qualified music teacher. 15 Key Stage 2 children currently access this opportunity.

Drama cats is a new after school club for children in YR – Y2 and Y3 – Y6 which combines the opportunity to sing and dance. Currently 15 younger children and 20 older children access this weekly club.

An increasing number of children have taken advantage of learning to play an instrument over the last 2 years by joining 'Rock Steady'. Rocksteady is the leading provider of in-school band lessons for primary age children. The inclusive approach helps children find a sense of belonging through new friendships and a shared love for music, whilst boosting social skills, wellbeing and confidence. 18 children attend Rock Steady Music sessions each week.

Throughout the school year, different year groups will perform in different types of productions utilising the 'Dream Big' curriculum driver. The following timetable is followed, The Nativity (EYFS and Key Stage 1), Christmas Carol Concert at St Augustines Church (Year 3), Easter Performance (Year 4), Summer Performance (Year 5) and Leavers Performance (Year 6). Children have the opportunity to perform in front of their peers, staff, parents and carers.

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.

Over the forthcoming year, we are looking forward to celebrating the work our Rock Steady performers termly, singing weekly in assembly and an annual performance for each year group of children.

The school choir will continue their work within the local community through their ‘Christmas Tour’ to care homes, the local hospital, supermarkets etc. Performing at the Mansfield Music and Drama festival will also be another highlight.

In association with Mish Mash productions and Mansfield Museum, Crescent Primary School are lucky to have two Musicians in residence – a saxophonist and a violinist. Through this programme, children regularly experience live performance, engage with professional musicians and gain a deeper understanding of how music can support creativity, wellbeing and learning across the curriculum.

All children have opportunities to experience live music through visiting musicians, performances from musicians in residence and participation in school productions.

In the future

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

Priority	Success Criteria
Establish KS1 Choir	20+ children regularly attending by Summer 2027
Increase instrumental participation	Increase instrumental participation by at least 10% by Summer 2027.
Develop staff confidence	All classes receive weekly music teaching which is shown to be effective through monitoring
Increase live music opportunities	Every child attends at least one live music performance annually
Strengthen community links	Choir performs at a minimum of five community events annually including care homes, community venues and local celebrations.
SEND & Disadvantaged	Music Leaders actively monitor participation to ensure disadvantaged pupils and pupils with SEND access music enrichment opportunities.