

# Music development plan summary: Valley Primary School

## Overview

Detail	Information
Academic year that this summary covers	25/26
Date this summary was published	January 2026
Date this summary will be reviewed	July 2026
Name of the school music lead	Jonathan Hilditch
Name of school leadership team member with responsibility for music (if different)	Jade Burgess
Name of local music hub	Solihull Music

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.

- Pupils are given five key concepts to study, which have been developed from the Model Music Curriculum and Music programme of study for Key Stages 1 and 2. The five key concepts are:
  - Making Music.
  - Understanding Music
  - Singing
  - Improvisation
  - Composition
- The M-U-S-I-C strands run throughout music learning in all year groups and provide a consistent structure for progression.
- Pupils develop their understanding of key musical concepts such as rhythm, pitch, timbre, structure and notation as they move through the school.

- In EYFS and Year 1, pupils build foundational musical knowledge and skills through singing, listening and exploring sound.
- In Years 2–5, pupils revisit the M-U-S-I-C strands through our curriculum cycles, applying and extending prior learning across different genres and contexts.
- In Year 6, pupils apply, consolidate and extend their understanding across a range of musical genres, demonstrating increasing independence in performance, composition and evaluation.
- Children study a musical genre based on a song from Charanga music scheme. This song is then the basis for the skills learnt in our areas of music shown above.
- Children are exposed to examples of high quality music throughout their units of work and learn about musical styles and their indicators in conjunction with Charanga. They will then have the opportunity to play along to the style of music using glockenspiels or keyboards, with increasing technical control, musical understanding and performance complexity as they progress through year groups.
- Children are given opportunities to compose their own music using a staff provided on Charanga and using their own musical staff to write and perform their own music.
- Children are taught both standard notation and graphic notation during both units using Every Good Burger Deserves Fries (notes on lines for treble clef) and FACE in the space (Notes between the lines for treble clef).
- There is an emphasis on the musical elements throughout each unit: pitch, timbre, duration, texture, dynamics, tonality, melody, structure/form and harmony. This comes under our ‘understanding music’ area in Valley music. These concepts become increasingly complex as pupils move through the school and across curriculum cycles.
- Children will have the chance to improvise their own music using rhythms that they have learnt in their singing and using instruments to perform their improvisations.
- In lesson starters, the children will learn Kung Fu music and this teaches them the note lengths of quavers, crotchets, minims and semibreves.
- Children will be given the chance to play the guitar in years four and five in a six week set of lessons with a member of Solihull Music. They will learn walking fingers and how to change the pitch of the notes using the fretboard.

## 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.

- Children have access to guitar lessons provided by Solihull Music. There are lessons for years 3 and 4 as well as lessons for years 5 and 6.
- Children can join the school choir and learn a range of singing skills including posture, breathing and singing a range of genres from different decades of music.
- Co-curricular opportunities provide pupils with additional chances to participate in music beyond curriculum lessons and develop confidence in performance.

## Part C: Musical experiences

This is about all the other musical events and opportunities that we organise such as concerts and shows, and trips to professional concerts.

- Children who take guitar lessons get the chance to perform to their parents and show the skills that they have been learning in their lessons.
- At Christmas, all children have the chance to sing and perform to parents in the Christmas shows and nativities depending on their age.
- Every Christmas, the school choir get the chance to sing at Touchwood Shopping Centre competing in the Touchwood Choir Competition.
- In the summer, the choir will sing at Solihull Summer Fest in conjunction with Solihull Music, where we sing with children from a range of other schools separately and collaboratively.
- Solihull School Choir will give us the opportunity to perform in Solihull by the Core theatre and showcase the songs that we have been learning.
- These experiences provide pupils with opportunities to perform and experience music in different contexts.

## In the future

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

- Further clarify progression of musical concepts across year groups and curriculum cycles.
- Continue to develop the use of musical vocabulary through Widgeo-supported resources.
- Further develop assessment in music by evidencing a range of M-U-S-I-C skills across the key stages.
- Develop home use of Charanga to develop music skills.

- Strengthen pupils' listening experiences through use of the school website to give children exposure to staff's favourite songs so that they can listen and give opinions on songs and albums of popular musicians.
- Review the condition and suitability of glockenspiels to ensure they can be used effectively in music lessons.
- Provide opportunities for staff development to build on the keyboard use from December 2025.

### **Further information (optional)**