

Music Development Plan

School: Hill Top Academy
Trust/local authority: Doncaster
Local music hub: Doncaster
Music lead: Antonia James
Music specialist (if applicable):
Headteacher: Nichola Clark

Review date: September 2025

	Music Development Plan
1 – Overall objective	<p>At Hill Top Academy we strive to inspire a love for music, build essential skills, support personal growth, and foster an appreciation for diverse musical traditions. We are dedicated to provide a high-quality music education that enriches the lives of all of our learners.</p> <p>At the heart of the music curriculum are creativity, curiosity and excitement and children who are developing increased self-confidence, self-esteem and collaborative skills.</p> <p>We aim to instil a passion for music in all students by introducing them to a diverse range of musical genres, styles, and traditions. Through engaging and interactive lessons, we encourage students to explore the joy of making and listening to music, helping them discover their unique musical interests and talents.</p>

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

<p><i>Links with external music organisations</i> <i>Pupil Premium student engagement</i> <i>Succession planning and Choir/ensemble</i> <i>Whole school singing assemblies</i> <i>Performance opportunities</i> <i>School orchestra</i> <i>Musical engagement with feeder secondary schools</i> <i>Additional funding from hub/charities/fundraising</i></p>	<p>Music Intent</p> <p>Having worked with ELP trust music network, a progressive music intent is now in place at Hill Top Academy. Schemes of learning have been written to include procedural, declarative and tacit knowledge with small progressive knowledge components between year groups.</p> <p>Music is taught as a discrete subject in all year groups from Year 1 - Year 6. This takes place as 1 hour lessons for at 5 modules and then teaching time is supplemented throughout the year with 20 minute singing assemblies to ensure all learners access 1 hour of music per week throughout the academic year.</p> <p>Music is inclusive for all learners.</p> <p>Music is taught consistently for every year group, blocked across the year and is within every timetable.</p> <p>In Early Years pupils investigate music through a combination of adult directed sessions, alongside independent initiations within the continuous provision. The provision is enhanced with musical provocations, where pupils are able to explore a range of instruments, sounds, rhymes and songs. Pupils are introduced to a range of technical language throughout nursery and reception, these include: high, low, pitch, rhythm. Singing is an integral part of our daily routines and pupils leave Reception knowing a wide range of rhymes and songs. Pupils in early years are introduced to key musical listening skills throughout assemblies and within provision.</p> <p>KS1 music turns musical play into playing musically. Pupils in KS1 are taught by class teachers. Schemes of learning and planning have been written by the music subject leader. Class teachers are supported with coaching throughout the unit. This forms part of the monitoring process.</p> <p>Whole class glockenspiel is introduced in Year 2.</p> <p>KS2 music continues to build learning in small, incremental steps. Pupils develop their playing with increasing accuracy, fluency, control and expression. In year 3 pupils focus on developing skills and knowledge to apply into composition in term 3.</p> <p>In year 4, all pupils have access to whole class brass instrument sessions for 1 hour per week. Learning in Y5 and Y6 includes units using recorder or own instruments.</p> <p>In order to ensure the music curriculum enhances the musical listening skills of pupils, all year groups have access to a listening calendar. This covers a wide range of composers and ensures a coverage meeting and exceeding the expectations of the model curriculum.</p>
---	--

Commented [1]: Is music taught as a discrete subject? How long are the lessons? The new curriculum says 1 hour but you can be clear in 45 minutes discreet and then singing assembly for instance.

Commented [2]: Is there an element of listening? for example composer file into assemblies?

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

	<p>Extra-curricular/ external links</p> <p>At Hill Top Academy we have an established choir for years 3 -6. The choir perform in the community, at Young Voices and Sing Out throughout an academic year.</p> <p>Annually pupils from Year 3 – 5 are invited to join the Opera North Big Sing event. Pupils attend two workshops with performers from Opera North and then perform with the opera in July.</p> <p>All pupils are invited to be part of the 'Rock Steady' music group. Pupils have group lessons lasting 30 minutes weekly. Age range from foundation unit pupils – year 6.</p> <p>KS2 guitar group for at least 2 terms per year.</p> <p>Year 5/6 brass group sessions. 30 mins per week.</p>
	<p>Performance opportunities</p> <p>Music outcomes are often shared and performed either live to parents, SLT or others. For example Year 4 pupils perform a annual brass concert where parents are invited. pupils.</p> <p>EYFS - Christmas nativity</p> <p>KS1 – Rock Steady group termly concerts. Christmas Nativity Summer show – singing</p> <p>KS2 – Rock Steady group termly concerts. Year 6 social justice project performance KS2 Christmas Concert Year 6 Musical</p> <p>The school choir perform throughout the year – singing at the local care home, village events, Opera North, Sing out and Young Voices.</p> <p>To ensure whole school opportunities to attend live performances school ensures that all pupils from year 1 - 6 annually attend the local pantomime performance. EYFS pupils attend an in school live performance.</p>

Commented [3]: IS there opportunities for live performances?

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

	<p>As part of the Rock Steady programme, pupils are exposed to a live performance within the initial introduction assembly.</p>
	<p>Fundraising School choir performs at school events to raise money. Money raised performing in local venues contributes to resourcing of music/ coaches for choir events.</p>
<p>3 – Classroom instrumental teaching</p>	<p>At Hill Top academy pupils in Year 1 are exposed and use a variety of percussion instruments to support the music curriculum. In Year 2, pupils are introduced to glockenspiel and use this instrument within lessons.</p> <p>Year 3 continue to develop their musical fluency using glockenspiels. This is taught as a whole class instrument for Autumn term. In these year groups, instruments are taught by class teachers and HLTA's. Resources are available in school and are considered annually within the school budget.</p> <p>In Year 4, all pupils join whole class brass instrumental teaching. This is provided by a music teacher from the local authority. All pupils are given access to this and this is funded within the school budget.</p> <p>Free instrumental groups are available for children who want to continue through Doncaster Music Service. Pupils in Year 5 and 6 either continue to develop their instrumental learning on a brass instrument or using a recorder.</p>

Commented [4]: Is it whole class for at least 1 term in Year 3?

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

4 – Implementation of key components	<p>In order to implement the curriculum intent and key components, music is timetabled across school in half-termly modules. Lessons are one hour long and supplemented by singing assemblies and listening activities to ensure pupils receive one hour per week of music learning.</p> <p>Attached as an appendix is the Hill Top Academy music curriculum intent, including examples of year group planning for the academic year of 2024-25, music assembly examples and a calendar detailing musical performances in 2023-24 and planned for 2024-25.</p>
5 – Communication activities	<p>School Communication Plan: Music</p> <p>Objective: To keep parents informed and engaged with Hill Top Academy’s music program through a multi-channel communication strategy involving the school website, printed leaflets and social media.</p> <p>1) School Website Objective</p> <p>Provide parents with detailed and up-to-date information about the music curriculum and upcoming events.</p> <p>Included content Music curriculum intent Class timetables including music classes and extracurricular activities. Event calendar News section/ link to social media Links to music practice resources, recommended reading and useful tools for parents.</p> <p>2) Information leaflet objective</p> <p>Provide a comprehensive overview of the music curriculum that can be easily distributed and referenced by parents.</p> <p>Included content Introduction – overview of the vision of the music curriculum at Hill Top</p>

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

	<p>Curriculum overview detailing what pupils will learn in different year groups. Extracurricular opportunities including information about choir, Rock Steady and other music clubs, Benefits of music education that highlight cognitive, social and emotional development. Contact information for music leader and outside agencies.</p> <p>3) Social media objective</p> <p>Engage parents and the wider curriculum through regular updates and interactive content on social media platforms.</p> <p>Included content</p> <p>Weekly highlights including photos and videos of class learning. Event promotions and reminders for upcoming concerts. Celebratory posts to congratulate pupils on achievements and share success stories.</p>
<p>6 – Evaluation process for the success of the Music Development Plan</p>	<p>The music subject leader is supported by the Trust Music Network leader. The development plan will be reviewed termly and edited in line with subject monitoring. Teacher audits will be completed to track progress within the implementation of the curriculum Staff CPD will be planned in line with the music development plan.</p>

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

7 – Transition work with local secondary schools	<p><u>Current transition</u></p> <p>During secondary transition, teachers pass on information with regards to instrumental learners. As part of the Year 6 to Year 6 curriculum development, teachers meet to discuss the bridging of the KS2 and KS3 curriculum.</p> <p>.</p> <p>In previous years, Hill Top has worked on community projects with the local secondary school as enrichments.</p> <p><u>What will we do next?</u></p> <p>It is key to contact the secondary school again to look at possible performance opportunities for students and staff.</p>
8 – Budget materials and staffing	<p>The music curriculum is considered when allocating budget to the whole curriculum. This includes school funding for Brass provided by Doncaster Music Service, the funding of resources used in classrooms and the subscription of charanga.</p> <p>Hill Top insures that income from concerts, fundraising and parental donations is allocated within the curriculum budget</p> <p>Music is taught by class teachers and HLTA's. Where phases have expertise, year groups timetable music to ensure that pupils are receiving the highest quality teaching.</p> <p>Regular CPD is timetabled within the CPD and monitoring overview for the school.</p> <p><u>What will we do next?</u></p> <p>To ensure that the school is applying for and utilising available grants made available.</p>

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

9 – Pupil Premium and SEND provision	<p><i>What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?</i></p> <p>At Hill Top the curriculum is designed to challenge all learners include those identified as pupil premium or as SEND. Teaching staff apply adaptive teaching strategies in order to meet needs of SEND pupils.</p> <p>For more specific SEND, adjustments are made for children. Adjustments could include size of instruments, positioning within the music space or the use of headphones to ensure that all pupils access quality first teaching.</p> <p>At Hill Top, we ensure that pupil premium pupils identified are able to access additional music learning including clubs, Rock Steady and</p>
10 – Summary Action Plan	<ol style="list-style-type: none">1) By December 2024, procure and distribute classroom set of keyboards and necessary instructional materials for Year 5 and Year 6 classrooms, ensuring each class has adequate resources to facilitate the updated music curriculum.2) By July 2025, achieve full integration of the updated music curriculum for Year 5 and Year 6, as evidenced by termly reviews, lesson observations, and pupil assessment data.3) By March 2025, provide three professional development workshops and ongoing support for teachers, resulting in improved teacher confidence and competency in delivering the updated curriculum, as evidenced by feedback and improved student outcomes.

*Written for Music Teacher by **Karen Marshall**. As well as being a house author for Faber Music and a writer for Collins Music and ABRSM publishing, Karen Marshall is a practising primary music specialist (reception to Year 6) and lead in two York primary schools. She also teaches through her charity work for the British Dyslexia Music Committee supporting neurodiverse learners. She launched her writing career back in 2010 with Music Teacher magazine and continues to be a regular contributor.*

Useful links

[The power of music to change lives: a national plan for music education](#)

[MT's national plan coverage](#)

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

[Building a musical culture in a primary school – the nuts and bolts for success](#)

