Junior School Music Development Plan
Academic Year 2025-26

Music Development Plan

At Giles Junior, our Music Development Plan is designed to ensure every child experiences high-quality music learning from their earliest years. We aim to build confidence, creativity and a strong sense of musical community through carefully planned lessons, age-appropriate activities and opportunities to perform. Our approach supports both classroom learning and wider musical experiences, so children can explore rhythm, melody, harmony and musical expression in engaging ways.

We focus on developing practical skills alongside listening and understanding. Children will learn to sing, play simple instruments where appropriate and respond to music through movement and structured activities. Lessons are sequenced to help pupils progress over time, with clear objectives that encourage participation and celebrate effort. We also value inclusive teaching, ensuring that music is accessible for all learners, including those who may be new to musical activities.

Parents play an important role in strengthening pupils' musical experiences. We encourage you to support your child by talking about what they have been learning, listening to music at home and celebrating performances and milestones. Throughout the year, we will share updates on key musical events and opportunities for children to take part, such as class performances and school showcases. If you would like to know more about how to support music learning at home, please speak to your child's class teacher or the school's music lead.

Vision

To provide a high-quality music education that enables all pupils to develop musical skills, creativity, confidence, and cultural understanding through singing, performing, composing, and listening.

Current Position

Strengths:

Regular curriculum music lessons, whole-school singing opportunities, enthusiastic pupil participation and access to instruments.

Areas for Development:

Increase instrumental learning opportunities, improve progression, develop ensembles, enhance assessment and strengthen music hub links.

Priority 1: Improve Curriculum Quality

Intended Outcome:
A progressive music curriculum that builds knowledge and skills from Year 3 to Year 6.

Actions

- Review and update the music curriculum to ensure clear progression across year groups.
- Map key knowledge, skills and vocabulary from Years 3-6.
- Develop opportunities for composing, performing, listening and improvising.
- Monitor implementation through lesson visits and pupil voice.

Success Criteria

- Curriculum progression documented and implemented.
- Pupils can confidently use subject-specific vocabulary.
- Positive pupil voice regarding music lessons.

Review of Impact (July 2026)

- Curriculum map completed and shared with staff.
- Pupil voice indicated increased confidence in discussing music using technical vocabulary.
- Lesson observations confirmed greater consistency in curriculum delivery.

Next Steps:

- Develop assessment practices
- Strengthen links between classroom music and extra-curricular opportunities.

Priority 2: Develop Singing Across the School

Intended Outcome:
All pupils sing regularly and confidently.

Actions

- Hold weekly singing assemblies.
- Develop a repertoire from a range of musical traditions.

Success Criteria

- Increased pupil confidence in singing.
- Growth in choir participation.
- Improved quality of whole-school singing.

Review of Impact (July 2026)

- Weekly singing assemblies established.
- Pupils demonstrated greater confidence performing.
- Successful participation in school performances.

Next Steps:

- Promote participation in the school choir.
- Participate in local singing festivals and events.
- Introduce pupil singing leaders and further expand choir performance opportunities.

Priority 3: Increase Instrumental Opportunities

Intended Outcome:
More pupils access instrumental tuition and ensemble experiences.

Actions

- Audit current participation in instrumental tuition.
- Promote opportunities through assemblies and newsletters.
- Organise instrument demonstrations and taster sessions.
- Explore funding support for disadvantaged pupils.

Success Criteria

- Increased numbers accessing lessons.
- Improved participation from disadvantaged pupils.
- Development of ensemble opportunities.

Review of Impact (July 2026)

- Participation in instrumental tuition increased.
- Instrument demonstrations generated increased interest from pupils.
- Stronger links established with Hertfordshire Music Service.
- Increased representation across year groups.

Next Steps:

- Work with Hertfordshire Music Service.
- Establish an additional ensemble and broaden the range of instruments available.

Priority 4: Enhance Performance Opportunities

Intended Outcome:

Pupils regularly share musical achievements.

Actions

- Schedule termly performances.
- Develop class showcase opportunities.
- Celebrate achievement through assemblies and newsletters.

Success Criteria

- Minimum of three performance opportunities annually.
- Increased pupil confidence performing to audiences.
- Positive feedback from parents and pupils.

Review of Impact (July 2026)

- Three whole-school performance opportunities delivered.
- Increased pupil confidence observed during performances.
- Positive parental engagement and attendance.
- Music recognised as a visible aspect of school life.

Next Steps:

- Develop community partnerships to increase external performance opportunities.

Priority 5: Staff Development

Intended Outcome:

Teachers feel confident delivering music lessons.

Actions

- Conduct a staff confidence audit.
- Provide targeted CPD opportunities.
- Share effective practice and resources.
- Access support from specialist music practitioners.

Success Criteria

- Increased staff confidence.
- Consistent curriculum delivery across the school.
- Improved quality of music teaching.

Review of Impact (July 2026)

- Staff confidence improved following CPD sessions.
- Teachers reported greater confidence in delivering practical music activities.
- Lesson monitoring demonstrated increased consistency.
- Improved use of musical terminology and assessment.

Next Steps:

- Continue targeted CPD and develop curriculum leadership capacity within music.