# Music development plan summary:*The Horsell Village School*

## Overview

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| Detail | Information |
| Academic year that this summary covers | 2025-2026 |
| Date this summary was published | 19.9.25 |
| Date this summary will be reviewed | 19.9.26 |
| Name of the school music lead | J Richardson |
| Name of school leadership team member with responsibility for music (if different) |  |
| Name of local music hub  | Surrey Music Hub |
| Name of other music education organisation(s) (if partnership in place)  | Sing Up |

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

We teach music daily through 15 min sessions in KS1. In Early Years, the children have one longer session of 20 minutes weekly plus 3x 10 min sessions. These sessions are planned progressively though the ‘inside music ‘scheme of work. Central to the ‘Inside Music’ programme and teaching process is performing. Performing gives our children the essential tactile experience of being, ‘inside music’. At the very heart of the performing experience is the emotional experience of singing; a collective and personal experience, one to be shared and enjoyed.

Performing also includes body action and movement and the playing of instruments. The children have access to a range of percussion instruments, and they are used within music lessons.

In Year 2, during the Summer term, we support the children in using their knowledge and understanding of rhythm and pulse through ‘Bucket Drumming’ lessons.

Singing is integral to this programme and is the main vehicle through which knowledge and skills are experienced, embedded and developed.

Through the programme children develop their understanding of music concepts including phrase, rhythm and pitch, develop their listening and thinking skills, gain confidence with using their voice as part of a group and individually and develop an accurate and discriminatory aural sense. The programme also supports children’s development of a kinaesthetic memory – an association between the music and physical movement, skills for playing certain instruments, an ability to read basic music notation and opportunities to improvise and compose.

We work with the local schools to arrange visits from their school bands and combined choirs at Christmas and additional times in the year.

We promote the love of music during reflections where children get to listen to music from diverse cultures, periods in history and those that are connected to their learning of places within the United Kingdom. Within reflections we learn additional songs together and embed Inside Music songs. Where possible, we look for enrichment activities which include opportunities to listen to live music.

Each child has additional opportunities to sing and perform during class assemblies, Easter, Harvest and Christmas performances and our annual Proms in the Playground.

## Part B: Co-curricular music

Out of lesson time, throughout the year, children have opportunities to join the school choir. Additional opportunities for this are provided during lunchtimes where needed.

## 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.

Each child has opportunities to sing and perform during class assemblies, harvest and Christmas performances and our annual Proms in the Playground. As part of our Book Week, we invite a musical theatre company in each year to perform for the children.

## In the future

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

We, as a school, are committed to provide as rich a curriculum as possible. We plan on expanding opportunities for children to experience live music and look for ways in which visiting artists can be invited to enrich our curriculum. We are also looking to embed our relationship with the local high school and continue to work together to provide children the opportunities to visit and perform together.

To support staff, we have committed to continuing our relationship with Sing Up education and use Sing Up to support and enrich our music teaching provision.

We will also continue to embed how music is planned to ensure that regular sessions are easy to access and include the introduction and review of key percussion instruments.