

Music development plan summary:

Sudbury Primary School

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	October 2026
Date this summary will be reviewed	01.09.27
Name of the school Music Lead	Davide Ventimiglia
Name of school leadership team member with responsibility for music (if different)	Davita Grafstein
Name of local music hub	Brent
Name of other music education organisation(s) (if partnership in place)	Sing Education

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 Sudbury Primary School, our curriculum music provision is designed to give every pupil, from Nursery to Year 6, access to a rich, progressive and inclusive musical education. We work in partnership with Sing Education, whose curriculum is aligned with Development Matters and the Model Music Curriculum. The intention is not only to teach discrete musical knowledge and skills, but also to develop confident, creative and culturally aware musicians who can sing, listen, play, compose, improvise and perform. Music is used as a vehicle for self-expression, teamwork, confidence and curiosity, while pupils are introduced to music from a broad range of cultures, traditions, periods and genres.

Curriculum music is organised into six half-termly units in each year group. The sequence is deliberately cumulative: new knowledge and skills build on prior learning so that pupils revisit, consolidate and extend important musical concepts as they move through the school. The curriculum uses a Kodaly-informed approach, presenting musical concepts systematically and connecting new learning to pupils' previous musical

experiences. Specialist music teaching is supported by high-quality resources and instruments, with practical music-making at the centre of lessons.

EYFS

In EYFS, music begins through playful, physical and language-rich experiences. Nursery pupils develop movement and rhythm awareness by moving, clapping, stopping and starting to music, before recalling and copying patterns, actions and rhythms. They begin to find their singing voice and match pitches, explore rhymes, songs and stories, respond emotionally to music and investigate different musical sounds. Reception builds directly on these foundations through increasingly purposeful movement, rhythmic imitation, pitch-matching, rhymes, poems and songs, attentive listening and collaborative music-making. By the end of Reception, pupils are expected to be increasingly confident in matching pitches, recognising and describing musical patterns, recalling rhythmic patterns and participating with others in singing, listening and instrumental activities.

Key Stage One

In Key Stage One, pupils develop the core areas of pulse, rhythm, pitch, composing, singing and playing. Year 1 begins with feeling and maintaining a steady beat, copying rhythms and distinguishing high and low pitch. Pupils create music through sound effects and storytelling, develop pitch-matching through singing and begin to play classroom percussion. They are introduced to early forms of musical representation, including graphic, dot and stick notation. In Year 2, this knowledge is deepened: pupils identify the strong beat, perform repeating rhythmic patterns, use crotchets, quavers and crotchet rests through stick notation, follow dot notation and sing within a wider pitch range. Instrumental work develops through tuned percussion, including glockenspiels, and pupils begin to play short pitched patterns and familiar melodies. Composition progresses from exploratory sound-making towards short musical conversations, question-and-answer phrases and rhythmic and melodic patterns.

Key Stage Two

Across Key Stage Two, the curriculum develops greater fluency in reading notation, instrumental performance, composition, improvisation, singing and listening. In Year 3, pupils read and perform simple rhythms, begin to read staff notation within a limited pitch range and develop ensemble skills through call and response using instruments such as glockenspiel or recorder. Composition focuses on pitch, rhythm and structure, while pupils also explore musical theatre, dynamics and tempo. In Year 4, pupils extend their understanding to metres in 2, 3 and 4, follow scores, perform melody and accompaniment, and compose sequences and pentatonic phrases. Their musical vocabulary and expressive understanding are broadened through concepts such as legato and staccato and the contrast between major and minor.

In Years 5 and 6, pupils work towards increasingly independent musicianship. Year 5 pupils develop their understanding of time signatures and sight-reading, perform melodies from staff notation and explore pop arrangements and improvisation using instruments such as glockenspiel or ukulele. In Year 6, pupils read and perform more complex rhythms, develop sight-reading of note names and durations, explore chords and bass lines, and complete extended composition projects involving improvisation, notation, expression and performance. Singing remains an important strand, culminating in work on singing with style and a broad repertoire.

Musical vocabulary is explicitly developed alongside practical skills. Pupils encounter age-appropriate terminology such as pulse, rhythm, tempo, pitch, dynamics, call and response, ostinato, notation and strong beat in KS1, before extending this vocabulary in KS2 to concepts including accompaniment, ensemble, metre, melody, major and minor, legato, composition and conducting. This shared language supports pupils to talk accurately about what they hear, perform and create, as well as strengthening their ability to reflect on their own musical development.

Listening is woven throughout the curriculum so that pupils experience music beyond the pieces they perform themselves. The programme exposes pupils to a wide geographical and cultural range of music, including music associated with the UK, Europe, Africa, Asia, North and South America, the Caribbean and Oceania. Pupils encounter traditions and genres including classical music from different periods, English and Irish folk, Gamelan, Indian classical music, Bhangra, Calypso, Soca, Tango, Samba, jazz, funk, blues, pop, rock and roll, musical theatre, ballet and disco. They also hear music by composers and artists from different periods and backgrounds. This breadth supports our aim that pupils develop cultural awareness, curiosity and an appreciation of diverse musical traditions.

Inclusion is central to our approach. The curriculum is intended to be accessible to every pupil regardless of background or prior musical experience. Learning is practical, collaborative and scaffolded, with repeated opportunities to experience concepts through movement, voice, listening, instruments and notation. This range of approaches enables pupils to demonstrate musical understanding in different ways and supports participation by pupils with differing starting points.

Overall, our curriculum provides a coherent musical journey from early exploration of sound, movement and singing in Nursery to increasingly sophisticated performance, notation, composition and ensemble work in Year 6. Through specialist teaching, we aim for all pupils to leave Sudbury with secure musical foundations, confidence in making music with others and a positive, lasting relationship with music.

Part B: Co-curricular music

Our co-curricular provision is designed to extend pupils' musical experiences beyond timetabled curriculum lessons and provide further opportunities to sing, perform and develop individual interests. In partnership with Sing Education, pupils have singing assemblies, helping to make music a visible and valued part of wider school life. We also run a school choir, the Sudbury Songbirds, who have performed both internally and externally.

Pupils also have the opportunity to access small-group and one-to-one instrumental tuition, providing more personalised instruction for those who wish to develop their skills beyond whole-class provision.

Performance is an important element of our wider provision. Regular performances and, where appropriate, recordings give pupils opportunities to share their musical learning, develop confidence and experience the discipline and enjoyment of performing to others. Singing and ensemble opportunities reinforce teamwork, listening and collective

responsibility, while enabling pupils to experience music as a social and communal activity.

Our aim is for co-curricular music to complement the taught curriculum and broaden participation. We will continue to consider pupil voice when evaluating provision, including which instruments pupils would like to learn, their experiences of concerts or musical events and the types of musical activities they would like to see developed. This helps ensure that additional opportunities remain engaging, inclusive and responsive to pupils' interests.

Musical experiences

- Singing Assemblies
- Christmas Carol concerts
- School Concerts
- Year 6 Production
- Class assemblies
- Choir
- Collaborative work with Harrow School

In the future

- Provide opportunities for more children to join and perform with choirs and ensembles outside of school
- Further broaden the trips/visits calendar to include concerts

Further information (optional)

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