



Leigh Academy  
**Hundred of Hoo**

## **Music Development Plan**



**LEIGH**  
Academies Trust

**Review Date: September 2026**

## Music Vision Statement

*“At Leigh Academy Hundred of Hoo, music is central to developing the whole child. Through music, pupils experience creativity, expression, and collaboration while embodying the IB Learner Profile attributes. Music is not just a subject but a pathway to becoming caring, open-minded, and reflective global citizens.”*

### Core Principles

We believe that music should be inclusive, progressive, creative, and enjoyable. Every child participates, regardless of ability or background, and develops musical skills year-on-year from EYFS to Year 6. Music at our school fosters joy, confidence, and self-expression, while making the most of free or low-cost resources and community links to provide sustainable, high-quality experiences.

Our curriculum and enrichment opportunities are designed to:

- Foster appreciation and understanding of music and its cultural value.
- Develop skills, creativity, and critical thinking in line with the PYP framework.
- Encourage lifelong engagement, inspiring pupils as both performers and informed listeners.
- Offer extra-curricular enrichment, allowing children to explore music beyond the classroom.
- Build partnerships with external providers, enhancing cultural capital and broadening pupils’ musical horizons.

Through this approach, every child experiences music as an enjoyable, meaningful, and inspiring part of school life, leaving them with the confidence and foundation to continue their musical journey. Our music curriculum is designed to foster the development of the ten IB Learner Profile attributes, ensuring that students become active, compassionate, and lifelong learners. Through our inclusive and progressive music program, students engage in various musical experiences that cultivate these attributes:

## Overview

Detail	Information
Academic year that this summary covers	2025/26
Date this summary was published	10/09/2025
Date this summary will be reviewed	10/09/2026
Name of the school music lead	Kelly Hall
Name of other music education organisation(s) (if partnership in place)	Kent Music Medway Music Association Rock Steady

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.

## Curriculum Music

### Long-Term Goal

By the end of Year 6, every child will be able to:

- Perform and create music with confidence, both individually and in ensembles, using voices, instruments, and digital tools.
- Compose original music and use musical notation to record and communicate ideas effectively.
- Appreciate music from many cultures and historical periods, demonstrating knowledge and understanding of different styles and traditions.
- Use music as a tool for communication, wellbeing, and collaboration, engaging positively with peers in group performances and creative projects.
- Demonstrate the IB Learner Profile attributes through their musical journey, including curiosity, creativity, open-mindedness, and reflection.

Our music curriculum is designed to be inclusive, inspiring, and progressive, ensuring that every child develops their musical knowledge, skills, and creativity from the early years through to Year 6.

Children begin by exploring sound, rhythm, and singing in the Early Years, building a strong foundation of listening and enjoyment. As they progress through the school, they develop their understanding of pulse, rhythm, pitch, dynamics, and structure, while gaining confidence in using notation and exploring composition.

Through a carefully sequenced curriculum, pupils experience a wide range of musical styles, traditions, and cultures. They learn to sing with confidence, perform with increasing accuracy, and compose their own music using voices, instruments, and digital tools.

By the end of primary school, every child will have experienced the joy of collective singing, the discipline of performance, and the creativity of making their own music. Our aim is that pupils leave us with a secure foundation in music, an appreciation of its cultural and personal value, and the confidence to continue their musical journey in secondary school and beyond.

Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.

Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

## **EYFS: Introduction to Music**

In the Early Years Foundation Stage, music is focused on exploration, play, and sensory experiences. Children are encouraged to listen, move, and respond to a variety of sounds, songs, and rhythms in a playful and engaging way.

Through singing, simple percussion instruments, and body percussion, children develop their listening skills, sense of rhythm, pitch awareness, and confidence in expressing themselves. Music activities are integrated into daily routines, supporting language development, coordination, and social skills.

EYFS music experiences lay the foundation for lifelong engagement with music, fostering curiosity, creativity, and enjoyment, and preparing children to progress confidently into Key Stage 1.

### **Key stage 1**

In Key Stage 1, music is focused on exploration, enjoyment, and foundational skills. Pupils are introduced to a variety of sounds, instruments, and songs, developing their listening skills, sense of pulse, rhythm, and pitch.

Through singing, playing simple instruments, and responding to music, children begin to express themselves creatively and develop confidence in performing. They are encouraged to explore and create their own musical ideas, both individually and collaboratively.

The KS1 music curriculum also introduces children to a range of musical styles and cultures, fostering curiosity and appreciation for music beyond their immediate experiences. By the end of KS1, pupils are confident participants in music-making, able to perform simple songs and rhythms, and are prepared to progress to more structured learning in KS2.

### **Key Stage 2**

In Key Stage 2, music learning becomes more structured, progressive, and creative, building on the foundations laid in KS1. Pupils develop their skills in singing, playing instruments, composing, and listening, with increasing confidence and independence.

Children explore a wide range of musical styles, genres, and cultures, deepening their understanding of musical elements such as pitch, rhythm, tempo, dynamics, and texture. They are encouraged to perform solo and in groups, compose original pieces, and use digital tools to support their creativity.

Through music, pupils develop collaboration, self-expression, and critical listening skills. By the end of KS2, every child is able to perform with confidence, understand and discuss musical concepts, and participate actively in ensemble or class music-making, leaving primary school with a lifelong appreciation and enjoyment of music.

### **Assessment:**

Assessment in music is used to support learning, celebrate achievement, and ensure progression across the school. It is practical, ongoing, and rooted in observation of children's musical behaviours, rather than formal written tests.

- Formative assessment takes place continuously in lessons through listening, questioning, and observing children's participation in singing, playing, and composing. Teachers provide immediate feedback to guide progress and build confidence.
- Summative assessment is recorded termly against key musical skills (listening, performing, composing, and understanding notation), showing each child's progress within the curriculum.
- Pupil voice is valued, with children reflecting on their own enjoyment, confidence, and musical growth.
- Assessment outcomes are used to inform planning, ensure appropriate challenge and support, and identify opportunities for enrichment.

Our approach ensures that assessment in music remains inclusive, low-stakes, and focused on musical development, helping every child to progress and to leave primary school with positive musical experiences and secure foundations for the future.

### **Clubs:**

At Leigh Academy Hundred of Hoo, we believe music should be an enjoyable and accessible part of every child's school experience. Alongside our curriculum provision, we offer a range of extra-curricular opportunities to inspire and develop children's musical talents.

- Choir – Our school choir is open to all children who enjoy singing. Rehearsals take place weekly and are free of charge. The choir performs regularly in school events and celebrations, giving pupils the chance to share their love of music with the wider

community.

- Rock Steady – We also partner with Rock Steady, a specialist provider that offers small-group band lessons. Children can learn to play instruments such as guitar, drums, keyboard, or vocals in a fun, band-style setting. This is an optional activity and involves an additional cost, paid directly to Rock Steady.

Through these opportunities, we aim to make music an inclusive and inspiring part of school life, nurturing confidence, teamwork, and creativity in all our pupils.

## **Musical Experiences**

We provide a wide range of musical events and enrichment opportunities to inspire and engage our pupils. Children regularly sing in class and in assemblies, helping to build confidence and a sense of community. Throughout the year, most pupils have the chance to perform in concerts and school shows, showcasing their learning to parents, peers, and the wider school community. These experiences are designed to broaden musical horizons, deepen understanding, and foster a lifelong love of music.

- Children are given opportunities to listen to and learn about music from around the world
- Music Performance: Young voices choir, singing at Rochester Cathedral, Christmas performances, Year 6 production
- Music Workshop delivered by 'The Sixteen' for all students EYFS - KS3
- Rock Steady Bands perform to parents and peers 3 times a year
- Music assemblies to showcase Music - visitors and/or performances from pupils both primary and secondary
- Themed and varied music choices for assembly to showcase different musical genres, time periods and music from around the world
- Staff choir - opportunities for staff to perform children

## **In the Future**

We are committed to enhancing the musical opportunities available to our pupils. We plan to expand the range of instruments available, giving children the chance to explore new sounds, develop practical skills, and enrich their classroom learning.

Additionally, we aim to explore partnerships with external music specialists and peripatetic teachers to offer extra music lessons. These sessions would provide more focused tuition on specific instruments or styles, allowing children to develop their talents further. Participation in these additional lessons may involve a small charge to parents, while ensuring that core music experiences remain inclusive and accessible to all.

Through these initiatives, we seek to nurture creativity, confidence, and a lifelong enjoyment of music.

### **Plan of action**

By the end of the academic year, all teachers will effectively assess pupils' musical progress across EYFS, KS1, and KS2, using a combination of practical observations, performance, composition, and listening tasks.

By the end of the academic year, opportunities of music lessons led by a specialist teacher, ensuring consistent delivery of the music curriculum and enabling pupils to make measurable progress in singing, playing, listening, and composing.

By the end of the academic year, pupils will have studied at least one composer in each music module.