# Music development plan summary: St Luke's CE Primary School

## Overview

| Detail | Information |
|---|---|
| Academic year that this summary covers | 2026-27 |
| Date this summary was published | July 2026 |
| Date this summary will be reviewed | July 2027 |
| Name of the school music lead | Mrs L Amos |
| Name of school leadership team member with responsibility for music (if different) | Mrs J Heywood |
| Name of local music hub | Bury Music Service |
| Name of other music education organisation(s) (if partnership in place) | |

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.

How is the music curriculum structured?

In EYFS, the main focus is singing and rhythm, although there are opportunities to explore instruments through continuous provision. Singing takes place throughout the school day, often linked to other learning opportunities, such as the singing of number rhymes and poems. All our pupils are taught to listen attentively, move to and talk about music, expressing their feelings and responses; sing in a group or on their own; they explore and engage in music making and dance, performing solo or in groups.

Within our curriculum music in KS1 and KS2, we teach all aspects of National Curriculum music and adhere to the recommendations in the Sing Up Curriculum.

Our music curriculum in school is taught once a week in KS1 and KS2; this includes a 40-minute weekly music lesson plus 5 minutes listening to music each day. Pupils are

also exposed to a range of music genres through 'Genre of the Month'. This will be as the children arrive into their classrooms each morning.

In EYFS, KS1 and KS2, every music lesson in our school will include the teaching of singing and opportunities for listening/appraising.

In EYFS/KS1, each lesson will also include a focus on rhythm and beat. In addition, music lessons will either have a focus on playing (including formal music notation, especially in KS2) or improvising or composing, sometimes a combination. These elements may be taught using music technology.

In KS2, there will be a balance of playing, improvising and composition across the year; some music medium-term units focus on one element more than another. In KS1, there is less focus on playing and a greater focus on musicianship (i.e. pulse/beat, rhythm and pitch) in line with the Sing Up Music Curriculum. However, there is still a focus on improvisation and composition in KS1.

Our music long term plan (on our school website – https://www.stlukesbury.co.uk/music/) detail how we teach music each half term and ensure that we teach age appropriate singing, listening, performing, reading notation, music technology, improvising and composing (the latter two require improvement in all classes); when appropriate we make links to the half-termly theme, especially through our singing and listening. Teachers use the medium-term plans from Sing Up and follow the recommendations.

In our medium-term plans, we learn about and explore music from different cultures (for example, Chinese music, Samba from Brazil, music from Africa, music from the Caribbean). All pupils in KS1 and KS2 have access to whole-class instrument lessons taught by the class teacher. Instruments used are full class sets of recorders or glockenspiels plus a variety of untuned percussion, all owned by the school. Glockenspiels are taught in KS1 and in all other classes when appropriate. The Sing Up music scheme is used to support the whole class teaching of recorders and glockenspiels. Music Technology is mainly taught through the Purple Mash, Scratch and Audacity on Chromebooks. Currently, this is taught as part of the computing curriculum. All pupil premium children are fully engaged with curriculum music. All pupils with SEN have access to an adapted music curriculum.

Therapeutic Music

Therapeutic music interventions at St Luke's use music purposefully to support children's emotional wellbeing, cognitive development, social skills, communication, and self-regulation. Through structured listening activities, children learn to recognise how different types of music influence mood, behaviour, attention, and emotions, helping them develop emotional literacy and effective coping strategies.

Research from neuroscience demonstrates that music activates multiple areas of the brain involved in emotion, memory, language, attention, and movement, making it a powerful tool for supporting learning and development. Music can stimulate the release

of neurotransmitters associated with motivation, mood regulation, and social connection, while also enhancing concentration, executive functioning, and language skills.

Therapeutic music interventions may include mindful listening, relaxation exercises, emotional reflection, collaborative music-making, and opportunities for self-expression. Technology further enhances these approaches through digital music platforms, wellbeing apps, music creation software, and emerging tools such as biofeedback and adaptive music systems, which allow children to personalise and monitor their responses to music. By integrating listening, neuroscience-informed practice, and technology, therapeutic music provides an accessible, engaging, and evidence-informed intervention that supports children's wellbeing, resilience, and readiness to learn within St Luke's.

## Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

We use singing to help 'sticky' learning in other subjects through, for example, songs which link to our maths topics, history topics, songs which help us to learn the names of the oceans and/or continents in geography.

A singing group/choir led by a staff member where pupils meet to sing/practise once a week. Children perform in concerts and in the community (for example at the Summer fair and a local retirement home).

Children from KS1 and KS2 have weekly singing practice. This includes learning songs for different events and themes across the year. The children perform songs learnt during end of term church visits.

Once a year, children are given the opportunity to perform songs and dances at the school's talent show – The T Factor. This gives children the opportunity to perform in front of an audience on a stage.

Pupils perform in a production at least six times during primary school. Currently, we do not have a school orchestra.

## 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.

Every day, each class listens to a piece of music which is relevant for their year group and linked to 'Genre of the Month'. They will listen to different pieces over the month and be provided with information about the piece of music. This is from a range of time periods, styles and cultures.

Music experiences happen throughout the academic year, including:

• Bury Music service playing a range of instruments to encourage our pupils to learn an instrument out of school, through live band experiences. This is for Key Stage One and Two.

• Children experience regular singing in weekly assemblies.

• Yearly Christmas Pantomime trip for Reception to Year 6.

• Workshops through outside providers, such as an Indian Dance Workshops

• The choir participate in the Manchester Sings concert at Manchester Cathedral, where they are joined with other school choirs from the Greater Manchester area to perform a concert each year.

• In partnership with PE, we realise the importance of dance and moving expressively to music. Dance is taught as part of our PE curriculum to a range of different musical styles, for example Street Dance or traditional Indian Dancing.

## In the future

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

Over the next academic year, we aim to:

- Mrs Amos to attend Music networks through the Bury Music Service.
- Pupils will continue to play an instrument and Sing Up will be used to support the teaching of whole-class instruments.
- Strengthen links with local secondary schools especially to provide more opportunities for listening to live music
- Ensure that all children have at least one opportunity (if not more) to visit a concert hall and listen to a live orchestra.
- Explore other opportunities for high quality musicians to perform for the children in school.
- Improve our teaching of music technology through the use of Purple Mash, Audacity, Scratch and Chrome Music Lab.
- Explore the assessment of music and how this will be evidenced.
- Create a timetable of current music experiences, i.e. experiencing a live orchestra in a concert hall and upload to the school website.
- Explore opportunities for children to learn musical instruments.
- Explore opportunities for musical experiences e.g. Silent Disco

- Explore support from Bury Music Service