

Music development plan summary: The Grange Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	Autumn term 2025-2026
Date this summary will be reviewed	Autumn term 2026-2027
Name of the school music lead	N. Utenkova-Sture
Name of school leadership team member with responsibility for music (if different)	F Mawson
Name of local music hub/ service	North Lincolnshire
Name of other music education organisation(s) (if partnership in place)	Frederick Gough 'Fredissimo' Rocksteady

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.

Intent

At The Grange Primary School, music is valued as an integral part of a broad and balanced curriculum. The music curriculum is informed by the Model Music Curriculum and aims to ensure that all pupils develop the knowledge, skills, and understanding needed to engage with music as listeners, performers, and composers. The curriculum is designed to be inclusive, ambitious, and progressive, enabling all pupils to succeed regardless of prior experience.

Implementation

Music is delivered through the Kapow Music scheme of work, which provides a carefully sequenced curriculum that builds musical knowledge and skills over time. Teaching is organised flexibly across the academic year, allowing teachers to deliver learning either weekly or in planned blocks, while ensuring appropriate curriculum coverage and depth.

The curriculum takes a holistic approach, with the following strands woven throughout all units:

- Listening and appraising
- Creating sounds
- Notation
- Improvising and composing
- Performing

Units are structured to ensure pupils revisit and build upon prior learning, supporting progression and helping pupils to make connections across different areas of musical knowledge.

Pupils are taught to sing fluently and expressively and to play tuned and untuned instruments accurately and with increasing control. They develop a secure understanding of the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture, and dynamics - and apply these in practical music-making through improvisation, composition, and performance.

The school works in partnership with the Local Authority Music Service, which provides a specialist-trained music teacher who works collaboratively with class teachers to strengthen curriculum delivery. This specialist supports teachers in planning and delivering musical compositions that incorporate a range of musical elements and skills. Pupils are taught to play an instrument that complements class-taught instruments and accompanies singing, ensuring that learning is purposeful and directly linked to performance outcomes.

Impact

As a result of this approach, pupils develop secure musical knowledge, increasing technical skill, and growing confidence as performers. They can talk knowledgeably about music using subject-specific vocabulary and apply their understanding of musical elements in practical contexts. The collaborative work with the Local Authority Music Service enhances the quality of music provision and contributes to improved outcomes in performance, composition, and musical engagement.

By the end of primary school, pupils are well prepared for further musical learning and participation, having experienced a curriculum that is coherent, progressive, and rooted in high-quality musical experiences.

Part B: Extra-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.

In addition to curriculum music lessons, The Grange Primary School provides a range of enrichment experiences designed to extend pupils' engagement with music, develop confidence and creativity, and celebrate musical achievement.

Pupils from selected year groups are offered the opportunity to participate in after-school music clubs, where they can further develop skills in sound-making, composition, improvisation, and performance. These clubs provide pupils with opportunities to apply and deepen their musical learning in a less formal context, supporting collaboration and self-expression.

Towards the end of Year 4, pupils are encouraged to access Fredissimo, a programme that provides free instrumental tuition in partnership with Frederick Gough Secondary School, strengthening continuity and progression in pupils' musical learning.

To enrich pupils' musical experiences across the school, The Grange has also collaborated with Rocksteady Music School, an external provider of inclusive in-school band lessons. Rocksteady offers pupils the opportunity to learn and perform in bands comprised of a range of instruments and vocal parts, regardless of prior experience. The programme emphasises teamwork, creativity, and performance, and helps pupils build confidence, social skills, and musical understanding. Instruments are provided, and pupils can progress through a structured musicianship and performance curriculum designed to be accessible to all pupils.

Participation in Rocksteady also provides pupils with the chance to achieve an exam-free, Ofqual-regulated music qualification, accredited by Trinity College London, through ongoing engagement and band performance.

To ensure pupils can continue their musical development beyond the school environment, the school signposts families to community music opportunities, including local choirs and specialised music groups (Scunthorpe Cooperative Choir and Taiko Club), ensuring a broad range of pathways for those wishing to pursue music further.

The school also promotes Arts Award, recognising pupils' engagement with the arts. As part of this programme, pupils take part in musical exploration activities and arts-based events, often delivered through enrichment provision beyond the core curriculum, which supports pupils in developing independence, leadership, and a deeper appreciation of the arts.

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.

The Grange Primary School provides a wide range of musical experiences beyond the taught curriculum, enabling pupils to participate in performance, develop confidence, and engage with music as part of school and community life. These experiences are carefully planned to enrich pupils' musical understanding, celebrate achievement, and build cultural capital.

Music is also embedded into the wider life of the school through play and informal learning opportunities. During break times, pupils have access to a range of musical instruments and microphones, enabling them to explore sound, create their own compositions, and organise informal performances with peers. These opportunities encourage creativity, collaboration, and self-expression, and allow pupils to engage with music independently and spontaneously. This inclusive provision supports pupils in developing confidence and enjoyment in music-making beyond structured lessons and formal performance contexts.

Singing plays a central role in the musical life of the school. Pupils regularly take part in whole-school singing assemblies, where songs are chosen to reflect school values and themes. Pupils are encouraged to sing with confidence and expression, and the School Council is actively involved in selecting repertoire, ensuring pupil voice informs musical provision.

Performance opportunities are embedded across the school. Each year group prepares songs and carols to perform for parents and carers as part of end-of-term celebrations, strengthening pupils' enjoyment of music-making and reinforcing links with the wider school community.

Pupils also experience music in a range of wider contexts. Year 2 pupils take part in a visit to a local church, where they sing carols and learn about the role of music within worship, supporting their understanding of music as part of cultural and religious traditions.

The school benefits from an annual visit by the band from Frederick Gough Secondary School, comprising approximately forty student musicians. During this visit, pupils listen to a live performance, are introduced to a range of instruments, and learn about opportunities to continue instrumental study through Fredissimo and at secondary level. Former pupils participate as members of the ensemble, providing aspirational role models and strengthening progression pathways.

Parents and carers are regularly invited into school through events such as 'Welcome Wednesday', where they have opportunities to engage with curriculum learning, including music, alongside their children. These events promote shared learning and reinforce the value placed on music within the curriculum.

Pupils also use music to contribute positively to the wider community. Community Ambassadors make regular visits to a local care home, where pupils and residents share activities that often include spontaneous singing. These experiences promote empathy, confidence, and an understanding of music as a means of connection and wellbeing.

The school celebrates pupils' talents through The Grange Has Got Talent, an annual event that provides an inclusive platform for pupils to showcase a wide range of abilities, including solo and group singing and instrumental performance. This event promotes self-expression, confidence, and pride in achievement, and reinforces the school's commitment to valuing the arts.

In the future

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

The Grange Primary School's future focus for music builds on the strong foundations established over the previous academic year. Pupils demonstrate increasing levels of enthusiasm for music, and participation in enrichment and wider opportunities has increased significantly through the expansion of clubs, playtime music provision, collaboration with external partners such as Rocksteady, and growing engagement with Fredissimo.

Moving forward, the school aims to embed and sustain these opportunities, ensuring they are consistently accessible and effectively integrated into the wider musical life of the school. A key priority is the development of a school choir, band or ensemble, created through the continued strengthening of the extra-curricular offer. This will enable pupils from different year groups to rehearse and perform regularly, further developing confidence, teamwork, and performance skills, while increasing opportunities to perform throughout the year.

Building on the success of visits from live performers, including the Frederick Gough band, the school will continue to seek additional opportunities for pupils to experience live music, both in school and through external visits. These experiences support pupils' musical understanding, raise aspirations, and contribute positively to cultural capital.

A central focus for this year and beyond is staff professional development. The school is committed to providing high-quality CPD to ensure staff feel confident and well-supported in delivering the music curriculum with consistency and ambition. By strengthening subject knowledge and pedagogical confidence, the school aims to further improve the quality of music teaching and learning across all year groups.

Through embedding current strengths and prioritising staff development, the school seeks to ensure that music remains a valued, inclusive, and high-quality aspect of the curriculum, enabling all pupils to engage meaningfully with music and achieve well.