

□ Music development plan summary: Franche Community Primary School

Overview

Detail	Information
Academic year that this summary covers	2026- 2027
Date this summary was published	September 2026
Date this summary will be reviewed	Summer Term 2027
Name of the school music lead	Mrs A Brockman
Name of school leadership team member with responsibility for music (if different)	Mrs K Sinclair
Name of local music hub	Severn Arts

Part A: Curriculum music

Vision and Intent

At Franche Community Primary School, our goal is to cultivate a lifelong passion for music in every student, creating a school environment filled with musical inspiration and engagement. Through a diverse range of high-quality musical experiences, we strive to foster creativity, curiosity, and a deep sense of excitement at the heart of our music curriculum. Our aim is to empower children to develop enhanced self-confidence, self-esteem, and collaborative skills as they immerse themselves in a curriculum where musical expression is central to their growth. We endeavour to establish a progressive pathway for every child, with a focus on using music to support their mental well-being and provide a means for emotional expression. Our broad music curriculum encourages children to perform, listen critically, sing, improvise, compose, and understand the fundamental building blocks of music, fostering a deep and lasting appreciation for the subject.

High Quality Music Curriculum

The school employs a Music Specialist for three days a week, to deliver music across the Key Stages and to liaise with other teachers delivering Music lessons. The focus is on a spiral curriculum with small, incremental steps in learning, based on embedding and broadening knowledge and skills base. Music is inclusive for all learners and is consistently taught for every year group, each week, across the year within the timetable.

In Early Years, music is an integral part of early development, planned across four musical areas: Hearing & Listening, Vocalising & Singing, Moving & Dancing, and Exploring & Playing. Singing is integrated into routines throughout the school day to engage children with sound, and a focused taught music session is delivered each week.

For Key Stage 1, musical play is transformed into playing musically by introducing key skills on a range of percussion instruments as well as developing first steps in composition and improvisation. In Key Stage 2 (KS2), learning continues to progress through small, incremental steps, enhancing playing skills, fluency, and control. Listening skills are developed through aural memory, and the history of music is explored using a learning timeline to place and sequence pieces. Pupils have

music lessons for an hour with the music specialist. Each year group spends a term or longer learning an instrument as a whole class.

Music technology is integrated into the curriculum. Introduced in Year 2 through Chrome Lab, and later developed through bespoke units in Year 5 and Year 6, where students use iPads to develop Garageband skills. Children also use YuStudio, through Charanga, on laptops, to compose their own music for example for film and adverts.

Vocal Provision

There are twenty minute weekly singing assemblies (separate for each Key Stage) that are led by the music specialist. The focus is on enjoyment and being part of a massed choir, rooted in skills development. Teachers attend the session and take part. The school subscribes to 'SingUp' and 'Sparkyard' and all staff have access to its resources. Singing is used to support developing class ethos and to support learning across the curriculum.

Listening Opportunities

The school subscribes to the 'Musician of the Month' website. Each month, the resources for a specific musician are rolled out across the school. This scheme focuses upon a wide range of high-quality live and recorded music, carefully drawn from different traditions, composers and musicians. The scheme fits perfectly alongside our music programmes of study, and is aimed at creating a culture of musical appreciation and understanding within school. Children listen to a song each week by the Musician of that month. This can be repeated throughout the week, in music lessons, assemblies and more broadly during the school day. Children are given the opportunity to identify features, discuss opinions and contexts as well as more broad social, moral and emotional issues linked to the Musician and their music.

Performance opportunities

Music outcomes are often shared and performed either live to parents, staff, other pupils or recorded and shared with families via social media. Live performances include: the Early Years and Year 1 Christmas nativities/plays for families; Years 1-6's Musical Christmas Concert to families; the Year 6 Leavers' Production and Leavers' Assembly; performances by classes/year bands in singing assemblies; performances during parent workshops; performances throughout the year e.g. singing to the residents of the local care home, performing at PTA fairs and taking part in the Big Sing at Worcester University Arena. Some peripatetic music teachers put on their own musical showcases to parents where children learning instruments can showcase what they have been learning. Rocksteady also showcase their pupils' learning in termly concerts to parents.

Music Room Resources

A new Music Room called 'The Willows' has been set up in order to facilitate whole class music lessons. High-quality instruments (tuned and untuned) are displayed as well as stored. There are enough resources for children to make own choices for sound and play own tuned instruments to develop skills. Additional samba instruments have been bought to enable whole class Samba drumming lessons. 'Musician of the month' resources are displayed for children to see and read. Peripatetic teachers use the smaller music room as a designated space for their teaching and have the required resources at their disposal such as a piano, music stands, music playback systems and well as recording equipment.

Part B: Co-curricular music

Weekly peripatetic lessons on a 1:1 and small group basis are offered on flute and clarinet by Severn Arts, and privately on drums, electric and bass guitar, keyboard, piano, violin, recorder, ukulele as well as vocal lessons. Musical instruments can be hired through Severn Arts and a limited number are available through school. Many children take examinations to earn Music Medals and Graded

exams throughout the year with good success rates. Children eligible for Pupil Premium funding are offered discounted lesson rates.

After school clubs are available for choir (Years 3-6) and melody makers choir (Reception- Year 2). Other opportunities are available to join clubs such as ukulele club before school on a Thursday.

From January to May, rehearsals run after school for an annual musical production (which in the past have included The Lion King Kids, Aladdin Kids, Beauty and the Beast Jr and Moana Jr). This includes approximately 40 pupils across Years 4 and 5. Children audition to take part. Last year the performance took place at Kidderminster Town Hall, giving children the opportunity a real theatre performance experience. Feedback from this was fantastic.

Children have the opportunity to learn and play as part of a rock ensemble, with Rocksteady. Each week, an external music teacher visits school and teaches children how to play a rock instrument, or sing, as part of a band. The band takes part in termly performances where parents and the rest of the school can come and watch.

Performance opportunities include: singing assemblies, PTA fairs, the Christmas concert and performances of the musical production.

Part C: Musical experiences

Pupils' cultural capital is developed through:

- Hearing live music: Year 4 is visited annually by a local ukulele ensemble at Christmas. The group performs to them, accompanies their singing and occasionally joins together with some of the children performing on the ukulele also.
- To link in with Black History month, we have invited an African Music specialist to come to school in the Autumn Term. He performs djembe drumming to the whole school in Assembly after which Year 2 have taken part in a workshop with him, where they sang and danced and produced a sequenced performance. Year 5 took part in a Djembe drumming workshop as part of the day.
- We give opportunities to perform in external venues – e.g. Year 3 at the Big Sing at University Arena Worcester and the local residential care home.
- Our PTA funds access to an online pantomime each year.
- Wherever possible, we link to other learning across the curriculum, for example
 - Y2 combine computing and music by exploring musical outcomes using Chrome Music Lab.
 - Year 3 explore scat and swing music linking with their topic on World War 2.
 - Year 5 learn about South American musical styles such as Salsa on ukuleles and Samba percussion performance, whilst studying Rainforests and the Ancient Maya.
- Year 6 create film music to fit with a trailer for the animated film of 'Kensuke's Kingdom', using YuStudio music programming software, whilst studying the book as a class text.

In the future

We plan to:

- Continue to develop planning to suit needs of pupils.
- Use pupil voice to develop planning.
- Increase use of recordings for reflection and self-evaluation.
- Look for more opportunities to attend events.
- Include a greater number of songs in different languages.

- Look to build links with Baxter and Wolverley High Schools with regards to sharing performances and use of larger, purpose-built venues. Discuss the implementation of a transition unit in Year 6.
- Continue to signpost ensemble opportunities outside school community
- Push to extend extra-curricular provision by involving peripatetic staff in this provision.
- Introduce pupil music leaders to lead events, warm-ups in assemblies, singing playgrounds style initiatives.
- Introduce further live music opportunities for the school.
- Engage all teaching staff in the sharing of musical opportunities (e.g. singing, 'Musician of the Month' etc.) at other points of the week.
- Look to promote greater engagement from pupils in extra-curricular musical activities and peripatetic lessons.