

Harlyn Primary School Music Development Plan (2026 Revision)

In response to the publication of the National Plan for Music Education 2022

Supporting Documents: Harlyn Music Subject Policy, Subject Action Plan 2025-26, Music Skills Progression

Introduction

As stated in our subject policy, we aim to provide our pupil with a variety of musical activities that allow them to develop their skills within key musical areas. Through working collaboratively, we hope that pupils will develop in confidence and creativity, whilst also developing their social skills.

We aim to provide a wide range of opportunities at Harlyn, that allow pupils to realise their musical potential and further develop their skills as a musician. This is done through whole class ensemble tuition, as well as extra-curricular activities. We also aim to provide whole school opportunities where possible, for example, arranging workshops from external providers.

Music is an accessible subject which also allows pupils to develop a range of transferrable skills. Research has found a number of benefits in terms of academic achievement and personal benefits, including physical and mental health that can be attributed to the study of music. We hope all pupils will benefit from this through the broad and differentiated curriculum we provide.

Curriculum

Pupils currently receive 45 minutes to 1 hour of music each week, as well as weekly singing assemblies. These are all lead by a music specialist. We are fortunate to have a well-resourced music room and an annual budget set to cover the cost of resources when needed.

Our curriculum aims to build upon the key musical skill of: listening and appraisal, singing and playing (performance), and composing and improvising. During their time at Harlyn, they will cover music from a variety of genres, backgrounds, and time periods.

All pupils have the opportunity to perform in productions and class assemblies.

The current long-term plan:

Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception **Activities relate to the ELGs	Introduction to Music Singing Simple Songs with Actions	Untuned Percussion – Rhythm Skills Christmas Concert Preparation	Singing Phonics 2/3 Songs and Movement	Untuned Percussion – Pulse	Animals and Water	Fairy Tales
Year 1	Songs & Movement - Perform body percussion patterns with an awareness of the pulse. - Copying Rhythms. - Creating and Performing Own Body Percussion Patterns. - Recognising dynamics and pitch.	Christmas Concert Preparation Singing songs in unison, with an awareness of the pitch.	Graphic Scores - Copy back rhythms on untuned percussion instruments. - Creating a graphic score through the use of symbols. - Utilising our voice to make various sound effects. - Understanding how graphic scores can be used to notate music.	Introducing the Elements of Music - Singing in unison, including the use of dynamics. - Developing an awareness of: - Pulse - Tempo - Rhythm - Pitch - Dynamics	Toys - Exploring Untuned Percussion - Playing accompaniments on tuned percussion. - Composing a 'Toy' inspired piece of music. - Singing in unison. - Recording their composition in a graphic score.	The Seaside - Playing an accompaniment on tuned percussion. - Singing with an awareness of pitch.
Year 2	The Haunted House Playing instruments chosen for their timbre.	Christmas Concert Preparation Singing songs in unison, with an	Graphic Scores/Tuned Percussion Instruments Composing alternative lyrics to a well-known	Rounds (Singing & Performance) Composing alternative lyrics to a well-known	African Music and Drumming Playing African Drums using a range of tones.	Rhythm Grids and Notation Playing tuned and untuned percussion
	- Using voice, body and instrumental sounds to create an effect. - Creating their own 'Haunted House' composition. - Utilising our voice to create an effect. - Following a graphic score. - Creating their own graphic score. - Exploring Dynamics and Tempo	awareness of the pitch.	- Playing tuned and untuned percussion instruments. - Composing simple parts on tuned and untuned percussion instruments. - Following and creating graphic scores organised within structured 8 beat patterns. - Developing an understanding of dynamics and pitch.	- tune and performing it as a round. - Singing within a 2, or 3 part round.	- Performing various rhythms on both Djembe drums and claves. - Performing differing lines as part of an ensemble performance. - Improvising patterns during a call and response activity. - Singing a call and response song.	- Instruments, involving crotchet and paired quaver rhythms. - Composing their own rhythms (crotchet and quavers) using a rhythm grid. - Reading and recording music in a rhythm grid using correct symbols and writing note names underneath to denote pitch.
Year 3	The Weather Playing simple crotchet/quaver rhythms on tuned percussion instruments (Introducing semiquavers briefly).	Music and Egypt - Playing parts on tuned and untuned instruments as part of an ensemble. - Composing own Egyptian inspired piece of music.	Glockenspiel Skills - Playing glockenspiels. - Understanding staff notation.	Production Preparation Singing songs in unison and simple two-part harmony.	Animal Crackers - Playing parts on tuned percussion instruments. - Performing on a range of tuned and untuned percussion instruments.	Ancient Greece - Playing the pentatonic scale on tuned percussion. - Composing a leitmotif. - Following graphic scores.
	- Creating a Weather Soundscape - Composing a short piece inspired by a season. - Singing songs with an awareness of pitch. - Exploring the musical elements through listening and appraisal activities.	- Singing in unison. - Exploring graphic scores as a way of recording music. - Exploring rhythm, dynamics and texture.			- chosen for their timbre. - Composing an animal inspired piece of music. - Exploring the musical elements through the study of programme music.	Understanding triple time and exploring tempo.
Year 4	Music and Brazil - Playing rhythms on Samba instruments. - Playing as part of an ensemble. - Following call and response patterns. - Composing & Improvisation - Singing songs in unison.	Recorder Skills - Playing the recorder, in time to an accompanying track and within an ensemble. - Understanding staff notation.		Production Preparation - Singing songs in unison and simple two-part harmony. The Tonic Solfa - Playing tuned percussion instruments. - Composing a melody using	Keyboard Skills - Playing the keyboard. - Composing a short melody using a selection of learned notes. - Understanding staff notation.	Rap Songs - Playing short four beat rhythms on tuned percussion or keyboard. - Composing simple crotchet/paired quaver rhythms. - Rapping with clear
	Rhythms presented in staff notation.			notes from the tonic sol-fa.		- enunciation, expression and dynamic contrast. - Study of duration.
Year 5	Music and the Victorians - Playing street cry melodies on the keyboard. - Composing Street Cries. - Singing songs in unison. - Singing different parts within a soundscape. - Recording compositions in staff notation, through steps – lyrics, rhythm, pitch movement, staff notation.	Music and Space - Playing a melody on tuned percussion. - Playing within an ensemble, performing three parts simultaneously. - Space-Themed Composition. - Learning about pointillism.	Water Music - Playing - Composing a water-themed piece of music, focusing on the structure. - Singing in a 4-part round. - Study of the elements of music through listening and appraisal and composition tasks.	Film Music – Harry Potter - Playing a leitmotif on the keyboard. - Composing a fanfare. - Recording Music in Staff Notation.	Blues Music - Playing the 12 Bar Blues and Walking Bass Line on Keyboard. - Improvising using a given set of notes.	Preparation for Production Singing songs in unison and two-part harmony. End of Term Activities (Cycle: Four Chord Song Composition OR Anna Meredith & Polyrhythms)
Year 6	World War 2 Music Playing chromatic melodies on the keyboard.		Ukulele Playing chords and melodies on the ukulele.		The Beatles - Playing chords and melodies on the keyboard. - Reading music from staff notation. Reggae Music - Playing a riff, chords and bass line. - Singing a song with 3-part harmony. - Understanding syncopation.	Preparation for Production Singing songs in unison and two-part harmony. End of Term Activities (Cycle: Four Chord Song Composition OR Anna Meredith & Polyrhythms)
	- Playing tradition tunes on the keyboard. - Composing a soundscape. - Creating a Theme and Variation. - Singing songs in unison with an awareness of the tempo, pitch and mood of the piece. - Read music from staff notation, graphic score. - Understanding how pitch can move in steps or leaps. Introduction to chromatic notes.		Reading TAB notation and chord boxes.		- Playing chords and melodies on the keyboard. - Reading music from staff notation.	Singing songs in unison and two-part harmony. End of Term Activities (Cycle: Four Chord Song Composition OR Anna Meredith & Polyrhythms)

Text – Cross Curricular Project

Skills Development:

- Playing
- Composing & Improvisation
- Singing
- Notation and Theory

Assessment and Progression

Pupils are continually assessed and evidence is collected in the form of videos and written work where appropriate. At the end of each academic year, pupils are assessed against the objectives set out in the skills progression documents.

Assessments made during lessons are compiled on a class document, with colour coded marks against the musical skills and accompanying annotations where appropriate.

The music specialist teacher is observed twice yearly, with additional observations carried out by the Music Hub also. An action plan for the subject is compiled annually and planning for the year also considers the objectives set out on the whole school development plan.

Wider Opportunities

The school offers a range of extra-curricular activities. Our current selection of clubs is outlined below, though adaptations may be made in each academic year:

- KS2 Choir – The choir is open to all pupils. They partake in a range of internal and external events.
- KS2 Ensemble – Pupils who learn instruments either within school or outside school are invited to join the ensemble. They perform at school events throughout the academic year.
- Year 2 Song Squad – Introduced in the summer term, the Song Squad aims to provide a stepping stone towards the KS2 choir, giving pupils an idea of what to expect from weekly rehearsals and to experience performing within a smaller ensemble.
- Recorder Club – Following their Whole Class Ensemble Tuition, year 4 pupils are welcome to join the club. This allows them to consolidate their learning and progress further with their recorder playing skills.
- Ukulele Club - Following their Whole Class Ensemble Tuition, year 6 pupils are welcome to join the club. This allows them to consolidate their learning and progress further with their ukulele playing skills.
- Music Technology Club – Open to pupils within KS2, this club allows pupils to combine music and technology in order to compose music and find out about the process of recording and editing sound.

Across the school, pupils take part in weekly singing assemblies and also take part in productions and class assemblies throughout the academic year.

Where appropriate, further opportunities for pupils to explore music are arranged. For example, we celebrated World Music Day with cross-curricular learning activities and external workshops, allowing pupils to explore music from other cultures.

Response to Aims of the NPME

In response to the National Plan for Music Education, we have evaluated our provision against the objectives:

Point	What we currently provide at Harlyn	What we would like to develop at Harlyn
Access to instrumental lessons across a range of instruments and voice. Whole class instrumental teaching (ideally one year) and individual or small group peri lessons. NB. Lessons including peri one-to-one/small groups lessons should be within the school day.	Peripatetic lessons are currently available within school for violin, keyboard, brass instruments, woodwind and guitar. These are provided by Hillingdon Music Hub. Children can also sign up for lessons with the music hub at external venues, with a wider range of instruments available. Information about the process for enrolling for peripatetic lessons has been distributed to parents via email and is also published on the school's website. We have also highlighted the fact that some children may be eligible for subsidised lessons, as this may form a barrier for some parents. Whole class ensemble tuition currently takes place in years 2, 3, 4 and 6. With	We keep in contact with the hub to provide taster sessions or assemblies (free demonstration sessions for pupils to try out instruments) at the end of each academic year, with a view to increasing participation in the following academic year.

	pupils learning the djembe drums, recorder, ukulele, glockenspiel and keyboard.	
A school choir and/or vocal ensemble.	Harlyn Primary School has a choir that rehearses weekly. The choir has an outstanding reputation amongst the local community. They partake in a range of events, including a local Christmas Light Switch On, Young Voices and the local singing festival. A year 2 taster session will be provided at the end of the academic year to provide an insight into what choir rehearsals entail. This was completed in the previous academic year and many of the children in attendance went on to join the choir the following year.	No further action needed at this point.
A school ensemble (such as an orchestra), band or group.	We have a small music ensemble who perform in the Christmas Assembly. This is made up of peripatetic pupils and pupils from WCET sessions/recorder club. We understand that for many parents, enrolling their child for peripatetic lessons may not be financially viable. We do not want this to be a barrier to pupils realising their talents and experiencing ensemble	It is hoped that in due course, the number of peripatetic pupils we have within school will increase, allowing us to expand the ensemble over time.

	playing. For this reason, year, we launched the Recorder Club and Ukulele Club. These groups of pupils making excellent progress with their recorder and ukulele playing and develop a number of musical skills.	
Space for rehearsals and individual practice.	Rooms are allocated in order for peripatetic lessons to take place during the school day. A survey was carried out amongst pupils and it was deemed that allocated practise spaces would be useful. A lunchtime slot is timetabled in each week, allowing pupils to use the music room for individual practice. If they wish to practise, a sign-up sheet is allocated on the music room door.	No further actions at present.
A termly school performance.	A range of productions take place throughout the school year: • Reception performs a Christmas Play • Year 1 and 2 take part in a Christmas play also. • Year 3 and 4 put on an Easter production • Year 5 and 6 perform in a production at the end of the school year.	We will continue to provide pupils with the opportunity to take part in productions.

	All pupils partake in class assemblies and year 6 also perform in a 'Leavers Assembly'.	
Opportunity to enjoy live performance at least once a year.	The children watch one another's performances as outlined above. Year 5 pupils are invited to watch the production at the local secondary school, Haydon.	With budget constraints, it is difficult to arrange live performances from external professionals. We have spoken to the Music Hub about how this could potentially be done by merging schools in close proximity to one another.
Schools to highlight progression opportunities to access ensembles in the wider community provided by the music hub and their partners.	Pupils receive information regarding peripatetic lessons within school and we encourage those pupils to take part in our ensemble. We continue to work to raise awareness of our local music hub and the extra-curricular activities they have on offer, including their Saturday morning music school.	No further action necessary at this time.