

Music development plan summary: St Mark's CE Primary School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2025- 2026
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Mrs Grace Webster
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	City Music Service, Stoke-on-Trent
Name of other music education organisation(s) (if partnership in place)	N/A

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.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

Our carefully planned curriculum map shows the progression of learning from birth to Year 7. This ensures every child at St Mark's has the opportunity to be musical. Wherever necessary, the class teachers and specialist music teacher adapt the delivery of music for SEND pupils. For example, if the child has a language barrier, key recognisable or repetitive words are selected from songs and lyrics. These are then mouthed clearly to help individuals with the pronunciation of the words. Pictures or actions are also often used to support the children with their understanding of new or unfamiliar words. Similarly, if the child is sensitive to noise, they wear ear defenders to reduce the volume during music lessons. In some classes, music is used for SEND pupils to aid them with the transition between activities and to help them regulate their emotions.

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Throughout the year in every year group, the curriculum is delivered through standalone lessons, other foundation subjects and Collective Worship. Some of this learning is supported by experts from the City Music Service.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.

This Music Curriculum Map has been developed from the mandatory Music programme of study for key stages 1 and 2 and is supported by the sticky knowledge created by Focus Education, Development Matters non-statutory guidance from birth to ELG's and the Model Music Curriculum Non-statutory guidance published in March 2021. The recent publication of the model music curriculum (MMC) has supported the curriculum design at St Mark's, the repertoire of music, broken down into the categories of music to listen to has given us a good basis on which to explore. The ideas from the MMC have also been used to ensure curriculum objects are met.

- a brief summary of the opportunity's pupils has to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.

In Key Stage 1, the children have the opportunity to play untuned percussion instruments. In Lower Key Stage 2 (Years 3 and 4) the children apply their skills to boom whackers and glockenspiels. In Upper Key Stage 2 (Years 5 and 6) they are taught to play the recorder but will also have the choice to select percussion instruments to use in their own compositions.

Information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this [here](#).

St Mark's are well supported by The City Music Service for Stoke-on-Trent.

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.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Termly, we have volunteers that sing at St Mark's Church. However, this is not an ongoing offer, and songs are simply rehearsed during Worship and Song. Due to previous uptake on choirs and small group tuition, there are no extra opportunities currently running or planned for the academic year 25/26, though this is reviewed termly through pupil voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

The City Music Service do provide lots of after school ensembles which children have been encouraged to join in the past, however, there has been no commitment from families.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Children in years 1, 2 and 3, have the opportunity to perform at the Victoria Hall as part of the City Songbirds. All children go to the rehearsal during the day and a small number of performers return at night. Also, the dance club that runs throughout the year, firstly for KS2 and then KS1, gives the children the opportunity to listen and interpret a range of music and apply their knowledge of rhythm and beat when moving in time to the music.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

Alternative titles for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles.'

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.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

At the beginning and end of every worship, there is always time for the children to either listen to or sing to music. Also, every week the children are musical in Worship

and Song; they listen, sing and interpret the lyrics. In Worship, they sometimes perform as year groups or individuals and can even be composers by changing the lyrics to be more applicable to their own lives.

As previously mentioned, Year 2 children perform at the Christmas Songbird concert and Year 1 and 3 children perform at the Summer Songbird concert. During the concert, the children get to listen to either a brass, wind or string ensemble made up of students that attend the free City Music Service sessions. This is intended to inspire our young people to follow in their musical footsteps.

In the Autumn term, Reception and Year 1 perform the Nativity, in which they perform several musical numbers, and Years 3 and 5 perform a “Christmas Singalong” to get people in the Christmas Spirit! In the summer term, Reception does an “end of year” show and so do Year 6. In both performances, the children learn off by heart and perform multiple songs.

When not performing the children at St Marks are excellent audience members that listen intently and clap enthusiastically, bringing many smiles to the performers.

Controversially, I shall also mention the experience of having a “disco” at school during times of celebration, in which “pop” music is played and famous routines are taught. Due to the cultural background of the children at St Mark’s many do not have musical experiences out of school and many have never even heard of songs such as the cha cha slide!

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

All shows that take place at St Mark’s are free to attend for parents.

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be ‘Musical events’ or ‘Musical performances.’

In the future

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

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.
- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
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- opportunity to enjoy live performance at least once a year

In the 25/26 academic year, the school's main priority is to ensure teachers have the confidence to enhance the children's musical ability to compose. A lot of our composing objectives are taught by a professional from the City Music Service, however his timetabled time does not always allow for him to support every session required to finish a project. Consequently, the children's opportunity to explore and improvise is restricted. Empowering and upskilling our team will give them the confidence to carry on projects without the support of a musical expert present. More opportunity to complete musical pieces will hopefully embed the skills and knowledge learned and so it will be easier to build upon in subsequent years.

As part of this priority this is the second year, children in Years 5 and 6 will be learning the recorder, thus giving them access to a range of instruments. This knowledge will be built into the children's already timetabled lessons but will allow them to cover objectives such as "perform 'by ear' and from simple notations" (Year 5) and "perform using notation" (Year 6) more thoroughly.

Also, to ensure there is a termly school performance, Children from Year 4 will be timetabled to do a musical performance retelling the Easter story in the Spring term. This will mean every year group has the opportunity to perform throughout the academic year.

We will also be inviting in musical performers so that all children can enjoy a live performance.

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

At St Mark's we are a silver awarded school of excellence, awarded to us by the Stoke-on-Trent City Music Service, who also celebrate the value that we place on music in our school by making us a Music Mark School. Our achievements as a school have been greatly supported by our local music hub, who provide weekly CPD and guidance through changing updates.

Please see the link to the local plan for music education from the Stoke-on-Trent City Music Service-

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.

We also work with the other schools within the Orchard Community Trust to create group music videos and share expertise to support each other's development of music within each setting.