

Music development plan summary: *Beacon Rise 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 2027
Name of the school music lead	Luke Speirs
Name of school leadership team member with responsibility for music (if different)	Lily Cairns
Name of local music hub	West of England Music and Arts (WEMA)
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: the music curriculum, 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: Music Curriculum

This section details what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

At Beacon Rise, we believe music is a vehicle for personal expression and a unique form of communication that can inspire and motivate children. We encourage and inspire pupils to develop a love and appreciation of music by providing opportunities for all children to listen, explore, play, create, perform and enjoy music. We strongly believe that music increases self-confidence, creativity and a sense of achievement.

We follow the Kapow music scheme which provides all children with a variety of exciting learning experiences that enable them to view and explore music in different ways. Our music lessons are taught by class teachers each week and are informed by the Model Music Curriculum (non-statutory guidance for music teaching). These lessons provide pupils with opportunities to:

- Listen to and evaluate music from diverse time periods and cultures.

- Learn how to create and control sound using their voices, as well as tuned and untuned instruments.
- Understand how music is communicated through various notation systems.
- Improvise and compose music.
- Perform musically in front of audiences of varying sizes.

The structure of our curriculum is as follows:

EYFS

Autumn 1	<u>Exploring sound</u> 5 lessons Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	Autumn 2	<u>Celebration music</u> 5 lessons Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.
Spring 1	<u>Music and movement</u> 5 lessons Creating simple actions to well-known songs, the children learn how to move to a beat and express feelings and emotions through movement to music.	Spring 2	<u>Musical stories</u> 5 lessons Moving to music using instructions and changing movements to match the tempo, pitch or dynamics. The children recognise that music and instruments can convey moods or represent characters and play instruments as part of a group story.
Summer 1	5 lessons Identifying and copying sounds produced by different vehicles using voices, bodies and instruments. The children identify tempo changes and understand how symbols can represent sound.	Summer 2	5 lessons Exploring what makes a musical instrument and how instruments are grouped into different families. Pupils develop their sense of beat using untuned percussion instruments before performing a song to a small audience.

Year 1

Autumn 1	<u>My favourite things: Keeping the pulse</u> 5 lessons Learning how to keep a steady pulse, pupils take part in music and movement activities inspired by their favourite things. They move to the beat of the music while expressing and responding to objects and experiences that are meaningful to them.	Autumn 2	<u>Snail and mouse: Tempo</u> 5 lessons Using voices, bodies and instruments to listen and respond to different pieces of music, pupils learn and perform a rhyme and song with a focus on tempo. Through the adventures of the snail and mouse, they explore how tempo can help shape a musical story.
Spring 1	<u>Seaside: Dynamics</u> 5 lessons Exploring the connection between sound and the environment, pupils work together to create a seaside soundscape using percussion instruments, vocal sounds and body percussion. They vary dynamics to create contrasts between loud and soft sounds.	Spring 2	<u>Fairytales: Sound patterns</u> 5 lessons Examining a range of fairytales, pupils identify key moments in each story. They clap and read simple sound patterns linked to different characters, then use these patterns to retell the stories through sound and movement.
Summer 1	<u>Superheroes: Pitch</u> 5 lessons Exploring pitch by identifying high and low notes and listening to contrasting musical sounds. Pupils experiment with combining different pitches to compose a simple superhero melody that reflects the character's personality and actions.	Summer 2	<u>Under the sea: Musical symbols</u> 5 lessons Exploring the depths of the sea through music, movement, musical symbols and tuned percussion instruments. Pupils interpret musical symbols, translate visual cues into sound and use tuned percussion to represent the underwater world.

Year 2

Autumn 1	<u>Animals: Call and response</u> 5 lessons Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments. Pupils create and echo rhythmic ideas while responding to each other's chants to build musical communication and performance skills.	Autumn 2	<u>Musical storytelling: Instruments</u> 5 lessons Exploring longer pieces of music, pupils look at how music can tell a story through a variety of instruments. They think creatively, considering how sounds can represent characters, actions and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.
Spring 1	<u>On this island: Singing</u> 5 lessons Identifying how music can represent different environments by singing songs and creating contrasting soundscapes. Pupils use instruments, body percussion and folk songs to evoke the atmosphere of three different landscapes.	Spring 2	<u>Space: Contrasting dynamics</u> 5 lessons Developing their understanding of contrasting dynamics, pupils listen to music inspired by planets and use these examples to create their own compositions. They explore how loud and soft sounds can represent the unique characteristics of different planets.
Summer 1	<u>Myths and legends: Structure</u> 5 lessons Investigating musical structure by listening to, analysing and performing a song based on a well-known myth. Pupils identify sections and sound patterns within the music before using voices and instruments to perform short musical phrases that help tell a story.	Summer 2	<u>Musical me: Pitch</u> 5 lessons Developing pitch awareness through learning the song 'Once a Man Fell in a Well' and recreating its melody using tuned instruments. Pupils connect sounds to specific pitches and begin to understand how simple symbols can be used to represent musical notation.

Year 3

Autumn 1	<u>Ballads</u> 5 lessons Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	Autumn 2	<u>Creating compositions in response to an animation (Theme: Mountains)</u> 5 lessons Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.
Spring 1	<u>Developing singing technique (Theme: the Vikings)</u> 5 lessons The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.	Spring 2	<u>Pentatonic melodies and composition (Theme: Chinese New Year)</u> 5 lessons Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.
Summer 1	<u>Jazz</u> 5 lessons Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm.	Summer 2	<u>Traditional instruments and improvisation (Theme: India)</u> 5 lessons Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.

Year 4

Autumn 1	<u>Body and tuned percussion (Theme: Rainforests)</u> 5 lessons A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	Autumn 2	<u>Rock and roll</u> 5 lessons Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.
Spring 1	<u>Changes in pitch, tempo and dynamics (Theme: Rivers)</u> 5 lessons Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Spring 2	<u>Haiku, music and performance (Theme: Hanami festival)</u> 5 lessons This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.
Summer 1	<u>Samba and carnival sounds and instruments (Theme: South America)</u> 5 lessons Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.	Summer 2	<u>Adapting and transposing motifs (Theme: Romans)</u> 5 lessons Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.

Year 5			
Autumn 1	<u>Composition notation (Theme: Ancient Egypt)</u> 5 lessons Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.	Autumn 2	<u>Blues</u> 5 lessons Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.
Spring 1	<u>South and West Africa</u> 5 lessons Children learn 'Shosholozza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.	Spring 2	<u>Composition to represent the festival of colour (Theme: Holi festival)</u> 5 lessons Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.
Summer 1	<u>Looping and remixing</u> 5 lessons In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.	Summer 2	<u>Musical theatre</u> 5 lessons Children learn how singing, acting, and dancing combine to create an overall performance.

Year 6

Autumn 1	<u>Dynamics, pitch and texture (Theme: Coast)</u> 5 lessons Exploring 'Fingal's Cave' by Felix Mendelssohn and further developing improvisation and composition skills.	Autumn 2	<u>Songs of World War 2</u> 5 lessons Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.
Spring 1	<u>Film music</u> 5 lessons Exploring and identifying the characteristics of film music; creating a composition and graphic score to perform alongside a film.	Spring 2	<u>Theme and variations (Theme: Pop Art)</u> 5 lessons Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.
Summer 1	<u>Baroque</u> 5 lessons *New* unit exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.	Summer 2	<u>Composing and performing a Leavers' song</u> 6 lessons Children spend the topic creating their very own leavers' song personal to their experiences as a class.

As our children progress through the music curriculum, they are provided with many different instruments to play and explore, including African drums, glockenspiels, pianos, boomwhackers and a range of untuned percussion.

In addition to music lessons, we see great value in incorporating music across other subjects within the curriculum to inspire and engage children and help them to make progress academically. For example, we use singing to remember subordinating conjunctions in English and to help with times tables in maths.

We believe that music can benefit children socially, emotionally and physically and can be a powerful way to provide a sense of belonging at our school. Therefore, we ensure that we adapt our music scheme so that it is accessible to all children and that individual needs are being met in lessons and throughout our extra-curricular music offer.

Part B: Extra-curricular music

This section details 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.

Outside of our music curriculum, we provide children with multiple opportunities to engage with music and develop their skills and knowledge further.

We provide group lessons that enable young musicians to develop their instrumental skills together. These lessons are based on requests from children and have previously involved instruments such as the violin, flute, clarinet and guitar. Thirty-minute lessons take place each week at a cost of £60 per term and parents can register their interest by contacting the school's office. We have also provided instrumental loans to support families and give children the opportunity to practise at home.

We provide after-school music clubs that children can take part in such as choir, ukulele, samba band and musical theatre club.

During break and lunch times, instruments are available for children to explore and create music with. Children in KS2 are able to go inside to play on a keyboard/piano and children in EYFS/KS1 are provided with a variety of percussion instruments that enable them to make music with their friends.

To expand our musical offer further, our music lead communicates with the West of England Music and Arts hub for additional performance opportunities and musical experiences outside of school.

Part C: Musical experiences and events

This section outlines other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

At Beacon Rise, we celebrate the children's talents, interests and involvement by providing them with opportunities to perform at events including Prospective Parents' Evenings, Christmas Concerts and Performances, Summer Fairs and CreateBR Extravanzas as well as performances within the local community.

Each key stage has a weekly singing assembly that features a new song every two weeks. As well as singing, the children develop their understanding of the inter-related dimensions of music by learning about each song's title, composer, genre and tempo as well as information on texture. The children will then sing this again as part of a whole-school assembly at the end of each week.

One of the most exciting musical experiences is the choir's annual trip to Birmingham to participate in the Young Voices choir. Each year, the Beacon Rise choir learn new songs that they perform alongside thousands of other children and guest performers at the Resorts World Arena.

We engage with our local community through music and perform wherever possible to connect and spread joy to others. At Christmas, children across the school are given the opportunity to perform carols both at school and at our local church. Additionally, small groups are given the opportunity to sing in shopping centres and at retirement homes.

In the future

This section outlines what the school aims to achieve in subsequent years.

We are very proud of our musical offer and the progression of skills and knowledge achieved throughout our curriculum. In the future, we hope to extend our range of musical opportunities for the children by:

- Providing more performance opportunities for clubs and inspiring musicians.
- Providing teachers with suitable CPD to develop confidence with music.
- Collaborating with other schools to ensure best practice for all children.
- Giving children the opportunity to voice their ideas around musical experiences.