

Rush Green Primary School Music development plan summary:

Overview:

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	September
Date this summary will be reviewed	January
Name of the school music lead	Lucy Mc Guickin
Name of school leadership team member with responsibility for music (if different)	Scarlett Cassidy Aminah McCorkell
Name of local music hub	Barking and Dagenham

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.

[Section A: Curriculum Music](#)

At Rush Green Primary School, we believe that music is a universal language that embodies one of the highest forms of creativity. Our curriculum intent is for all children to experience a music curriculum that goes above and beyond the national expectations. We endeavour to ensure our pupils will leave year 6 having had an outstanding music education which opens their minds to the possibility of a career in music and other creative areas. We have designed a curriculum that allows our pupils to develop a lifelong love of music and to continue to strive for excellence throughout their music education. Our pupils are presented with a range of opportunities such as composing and performing their own music, learning how to read and write western musical notation which is complimented with exposure to a range of musical trips/visits (see section C).

Music lessons at Rush Green will:

- provide children with the fundamental knowledge and skills needed to understand and perform music
- expose children to a wide range of musical genres, composers and eras in order to develop their awareness of the similarities and differences between music and enable them to confidently discuss these using the interrelated dimensions of music
- provide our children with a rich and varied musical framework that nurtures musical techniques alongside building musical knowledge
- enable children to develop their listening skills and mature their musical understanding so they can become informed listeners and express their views and opinions
- enable children to have an awareness of the role that music has played in the lives of different people throughout history
- develop cultural capital through a range of musical experiences
- provide children with numerous performance opportunities as they move throughout the year groups
- promote resilience, foster growth and broaden horizons
- close gaps between the state and independent sectors

Our Music curriculum:

Our music curriculum has been informed by the guidance of the Model Music curriculum. We have designed two curriculum spirals which detail the progression of the fundamental elements of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure) alongside the knowledge and skills needed in order to become an informed musician. We strive to ensure that our curriculum is filled with cultural capital opportunities that our pupils might not experience outside of school. Within lessons, our pupils are exposed to a wide range of musical styles/genres that inform and enable them to understand the elements of music and why a particular style/genre sounds how it does. From this, children are able to see where this fits in on the history timeline and from what musical period a particular style developed. Children are familiar with numerous musical composers within that era.

We believe it is essential for our pupils to be exposed to all instruments as well as a range of different ensembles. We strive for our children to know the difference in sound between instrument types and ensemble groups and therefore have designed a table which details the instrument focus for each year group within each half term.

On a half termly basis, each year group has a focus instrument or ensemble group in which they delve into the history. Children will discover what these instruments look like, how they sound, where they came from and how they are performed. We endeavour for our children to have been exposed to a wide variety of world instruments by the time they reach secondary school level and to have gained above

and beyond the essential knowledge needed in order to have had an outstanding music education.

Please see instrument focus for each year group below:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Orchestra	Strings	Brass	Woodwind	Percussion	Piano
2	String quartet	Cello	Trumpet	Flute	Drum kit	Harpsicord
3	Rock band	Violin	French horn	Oboe	Xylophone	Organ
4	Irish trad group	Viola	Trombone	Clarinet	Timpani	Accordion
5	Choir	Double bass	Tuba	Bassoon	Hang drum	Synthesizer
6	Boomwhacker group	Guitar	Saxophone	Piccolo	Marimba	Harp

EYFS:

Children in EYFS at Rush Green study Music through the following key areas of learning – communication and language, physical development and expressive arts and design. These areas of learning feed into the national curriculum for Music and enable children to have the knowledge, experiences and skills needed to begin their Music education in key stage 1.

Through these key areas of learning, children will sing a large repertoire of songs, learn and recite nursery rhymes, listen to music with increased attention to sounds, create their own songs through improvisation and composition, repeat the pitch of a tone sung by another person, play a range of tuned and untuned instruments with increasing control and express their ideas and feelings about Music. Through the use of nursery rhymes, children are exposed to the fundamental elements of Music – rhythm, pitch, dynamics, structure, tempo, pulse, timbre and texture. It is important to note that nursery rhymes also aid children’s literacy skills – if children are able to learn and recite 8 nursery rhymes by the end of EYFS, they will become competent, fluent readers.

In EYFS, children will be exposed to a wide range of instruments - tuned and untuned percussion (glockenspiels, tuned bells, boom whackers, tambourine, wooden blocks, triangle etc)

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework:

Music in EYFS		
Nursery	Communication and language	<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	Physical development	<ul style="list-style-type: none"> • Use large muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listened with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (pitch match). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency.

	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
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KS1/KS2:

For key stage 1 and key stage 2, overviews have been created and rigorously planned on a half termly basis. We have used the Model Music curriculum guidance to inform our curriculum and to ensure that children are being taught above and beyond the national curriculum expectations. Musical vocabulary is built upon each year and becomes more complex. Charanga is used as a valuable teaching tool for music and this is where you will find all musical content to support our lessons.

Below is an outline of the lesson sequence for both ks1 and ks2 on a half termly basis. Children will also have a focused instrument that they will learn in detail each half term and this will be built upon each year.

Key stage 1:	Key stage 2:
<ul style="list-style-type: none"> • Lesson 1 – listening • Lesson 2 – singing • Lesson 3 – playing tuned instruments • Lesson 4 – composition • Lesson 5 – performance • Lesson 6 – evaluation 	<ul style="list-style-type: none"> • Lesson 1 – listening • Lesson 2 – singing • Lesson 3 – playing tuned instruments • Lesson 4 – composition • Lesson 5 – performance • Lesson 6 – music theory/evaluation

Lesson 1 – listening

Within this lesson, children have the opportunity to listen and appraise a wide range of musical styles/genres. Children will discuss the elements of particular styles of music and learn why a particular style sounds the way it does. They will become familiar with the instruments used and heard within different styles of music and will be able to name musical composers within that era. This lesson is a wonderful opportunity to support and encourage children to begin to have opinions on their musical preferences.

Lesson 2 – singing

In this lesson, children will focus on a particular song that they will learn to sing. They will learn the lyrics to this song by memory. Throughout this lesson, children will be able to increasingly match the pitch of the melody and will focus on the fundamental elements of music in order to help them perform this song. They will discuss dynamics and texture and collectively make a decision on how the song should be performed at a later stage.

Lesson 3 – playing tuned instruments

In this lesson, children will learn to play tuned instruments (e.g. glockenspiels, tuned bells, keyboards, boom whackers) to the song they learned to sing in the previous week. By this stage, children will be familiar with the rhythm and tempo and will be taught the knowledge and skills needed in order to assist them with learning to play tuned instruments along to the focused song.

Lesson 4 – composition

In this lesson, children will focus on creating their very own compositions in small ensemble groups. Children will use the knowledge and skills they have gained throughout the term to assist them in creating compositions based around a focused

topic. This lesson will be pupil led as it is vital that children have the opportunity and freedom to create musical compositions matched to their preference. They will use the fundamental elements of music (rhythm, pitch, dynamics, structure, tempo, pulse, timbre and texture) to inform their creative ideas and will finish the lesson with a performance to their peers.

Lesson 5 – performance

We believe that having opportunities to perform to peers and adults plays a vital role in the development of music throughout each year group. It is also important that children will have the opportunity to collectively decide on how to build their performance. Therefore, we have designed a lesson that focuses solely on this aspect. Throughout this lesson, children will collectively decide how to perform the song that they learned in week 2. This performance will include singing, instrument playing, composition and improvisation throughout. Once children have decided and practised how they would like their songs to be performed, they will then have the opportunity to put on a performance for their peers and adults.

Lesson 6 – music theory and evaluation

For key stage 1, this lesson will focus solely on evaluating their performances and compositions created in the weeks prior to this lesson. For key stage 2, along with evaluating their performances, children will also be taught how to read and write music. We have created Music Theory lessons which we believe go well above national curriculum expectations. Children will complete music theory booklets based on the topic in question within each term. In the summer term, children will then be given the opportunity to apply the knowledge and skills they have gained through their music theory lessons to compose and record their very own composition.

Please see the progression of music theory throughout key stage 2 below:

	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (<i>allegro</i>), slow (<i>adagio</i>)	✓	✓	✓
Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)		✓	✓
Stave, lines and spaces, clef*, reading dot notation	✓ do-me Range of a 3rd	✓ do-so Range of a 5th	✓ do-do' Range of an octave
Loud (<i>forte</i>)	✓	✓	✓
Quiet (<i>piano</i>)	✓	✓	✓
Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>)		✓	✓

Year 5:

Once children have reached year 5, they will be provided the opportunity for instrumental tuition as their music lessons throughout the year. Within these lessons, children will learn how to play their focused tuned instrument (ukulele). They will have the opportunity to listen to a wide range of musical styles which will inform their musical preferences, learn to sing songs from a wide range of musical styles, have opportunities to perform ukulele in small ensemble groups, learn chordal progression for this instrument and use their knowledge and skills gained to compose their own music using the ukulele.

SEND:

All our SEND pupils are given the same learning opportunities in order to be taught music. Through assessment for learning, lessons can be adapted in order to meet the needs of our pupils if needed. Charanga has a range of tools to support SEND pupils who might need some extra support in this subject. These tools will support the following:

- Opportunities for more solo time
- Activities to assist with coordination
- Activities to help teach children how to take turns when playing as a group ensemble
- Activities to assist children with developing their knowledge and skills of the fundamental elements of music
- Imitation

- Opportunities to compose and improvise

Section B: Co-curricular Music

At Rush Green Primary school, we strive to provide opportunities for our pupils to sing and play music outside of lesson time. We believe it is vital that our pupils have the opportunity to further develop their musical knowledge and understanding and make progress in Music beyond the core curriculum. We provide opportunities for our pupils to join musical ensembles and perform for different audiences, promote after-school and holiday Music provision such as Saturday Music centres and provide small group violin tuition for our Year 6 children.

2025-2026 co-curricular Musical opportunities

- Year 6 violin tuition: Year 6 pupils are given the option to continue their instrument tuition from Year 5 and learn the violin in small groups outside of their lesson time.
- KS2 Year 4 – 6 choir: All children will be expected to fully commit by ensuring they attend regularly. The choir will have opportunities to perform for different audiences. For example, performances at St Andrews Church, performances at local care home and performances at the 'Young Voices' concert at the o2 arena.
- KS1 Year 1 – 3 choir: All children will be expected to fully commit by ensuring they attend regularly. The choir will have opportunities to perform for different audiences. For example, performances at St Andrews Church and the Christmas Bazaar.
- Special Music club: KS2 children will be invited to attend a lunchtime club which they will be expected to attend one lunchtime a week. This club will focus on exploring musical ability and composing using a range of instruments.
- Lunchtime composition project: Throughout the year, children will be invited to attend a lunchtime composition project/club. During this time, children will work on composing their own music using Sibelius Music Software. Children within KS2 will use their Musical theory knowledge that they have been learning in class to assist them with taking part in this project.

- Summer term French choir club – children will be invited to join our French club and learn how to sing songs in French while building on their prior knowledge from the classroom/curriculum.
- Rock Band: This is an outside agency afterschool club which takes place within the local area. Children join together with their peers from the local area to perform as part of a rock band.
- Afterschool and holiday Music provision within the local area: Throughout the academic year, we will promote any local after school clubs, holiday clubs or Music centres that provide Music provision.

Section C: Musical experiences

Below is a table detailing the planned musical experiences for our pupils for the next academic year. This will include musical performances, concerts and shows at school and trips to concerts outside of school. This is a working document which will be updated regularly throughout the academic year. This is due to certain barriers trying to gain access to tickets for certain events. This could be down to not being able to secure tickets due to high demand. In this case, the document will be updated when we are notified. This is similar for any new events that arise throughout the year.

Year group	Performance opportunities	Live musical experiences and workshops
EYFS	<ul style="list-style-type: none"> • Performing composition/songs to peers. • Once a year performance for parents of compositions created. 	<ul style="list-style-type: none"> • Summer term concert Music concert. Children will attend a live concert and watch members of the orchestra perform as an ensemble. Opportunities for children to join in and sing. This is organised through the LBBB music hub. • EYFS Summer time live performance by brass band or orchestra (organised through the music hub)
Year 1	<ul style="list-style-type: none"> • Performing composition/songs to peers. 	<ul style="list-style-type: none"> • KS1 Summer time live performance by brass band or orchestra (organised through the music hub)

	<ul style="list-style-type: none"> • Once a year performance for parents. • Singing assembly opportunities 	
Year 2	<ul style="list-style-type: none"> • Performing composition/songs to peers. • Once a year performance for parents. • Singing assembly opportunities 	<ul style="list-style-type: none"> • KS1 Summer time live performances by brass band or orchestra (organised through the LBD music hub)
Year 3	<ul style="list-style-type: none"> • Performing composition/songs to peers. • Once a year performance for parents. • Singing assembly opportunities 	<ul style="list-style-type: none"> • KS2 Summer time live performance by brass band or orchestra (organised through the music hub) • Live music lunchtime performance at Chelmsford theatre
Year 4	<ul style="list-style-type: none"> • Performing composition/songs to peers. • Once a year performance for parents. • Singing assembly opportunities 	<ul style="list-style-type: none"> • KS2 Summer time live performance by brass band or orchestra (organised through the music hub) • Conductive music workshops – this workshop teaches children how to create music through the use of science and technology (organised through the music hub)
Year 5	<ul style="list-style-type: none"> • Ukulele performance – children to perform songs they have learned on Ukulele for parents/other classes (summer term project) • Performing composition/songs to peers. • Once a year performance for parents. • Singing assembly opportunities - trial 	<ul style="list-style-type: none"> • KS2 Summer time live performance by brass band or orchestra (organised through the music hub) • Queens theatre Hornchurch panto. This panto has live music performed alongside the acting.
Year 6	<ul style="list-style-type: none"> • Performing composition/songs to peers. 	<ul style="list-style-type: none"> • KS2 Summer time live performance by brass band or orchestra (organised through the music hub)

	<ul style="list-style-type: none"> • Once a year performance for parents. • Singing assembly opportunities - trial 	<ul style="list-style-type: none"> • Live music lunchtime performance at Chelmsford theatre
Clubs	<ul style="list-style-type: none"> • Christmas performances at local church • Performance at the 'Young Voices' concert held in 02 • Christmas Carol Service performances at local care home • Christmas performance at Rush Green PS School Christmas Bazaar • Performances to staff and peers during singing assembly • Performances to be organised in local shopping centres/grocery stores to raise money for charities • Live Young Composers' concert in Summer term for children to showcase their compositions 	

Section D: In the future

See the list below of ideas kept in mind when planning for subsequent years.

- Find space within the school to create a Music classroom – this will be a ready-made space, filled with a wide range of musical instruments and resources that will be set up and ready for each class to use.
- A yearly school musical production held in the Summer term – this will be open to all pupils within any key stage, who would like the opportunity to work on this afterschool project.
- Work with the LSO again and work towards the end of year performance, which is held at the Barbican – children will compose their very own class composition and perform this alongside the London Symphony Orchestra musicians.
- Form a school rock band – this will be a club set up for children who are interested in working closely together with their peers to perform popular music and compose in this musical style.
- Continue to regularly research high quality live music event opportunities for children.
- Music technology used to create compositions through the use of a midi output. Cross curricular with Computing (sequence of lessons to create music through the use of technology).
- Composition project (2026 project) – children invited to use their musical theory knowledge to compose using Music software. School year ending with a 'Live Composers Concert' in which musicians will play the children's pieces live.