

Music development plan summary: Elaine Primary School

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Stephanie Lott
Name of school leadership team member with responsibility for music (if different)	Allison Wellard, Deputy Headteacher
Name of local music hub	Medway Music Association
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 – 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.

At Elaine Primary School, we deliver a highly structured, sequential, and weekly music curriculum across all phases from Nursery to Year 6. In order to guarantee academic rigour and compliance with national guidelines, our school delivers the **Charanga Model Music Curriculum (MMC) Scheme**, which is aligned with the scope, breadth, and learning hours outlined in the statutory National Model Music Curriculum (March 2021). Music is timetabled and taught weekly in every classroom as an essential, non-negotiable subject entitlement, structured around the four progressive pillars of musical learning: Singing, Listening, Composing, and Performing.

The Cumulative Musical Pathway

- **Early Years Foundation Stage (Nursery & Reception):** Our youngest learners develop early phonological awareness, vocal expression, and rhythmic control. Nursery children sing simple rhymes and focus on Phase 1 Phonics sound

activities. Reception children build secure relationships with pulse, steady beats, and early musical expression, using high-quality books (such as Happy to Be Me and We are Family) to explore early vocal structures and sensory percussion, securing an exceptionally high Good Level of Development (76.9% GLD in 2026).

- **Key Stage 1 (Years 1 & 2):** Our Key Stage 1 curriculum explores the fundamental elements of music, focusing on steady beats, tempo variations, and pitch. Following the Charanga MMC v2 syllabus, pupils learn to identify and perform steady pulses, respond to diverse musical genres during weekly listening sessions, and utilize classroom percussion to accompany shared narrative text studies, culminating in collaborative ensemble concerts.
- **Lower Key Stage 2 (Years 3 & 4):** Pupils systematically transition from intuitive playing to formal musical notation. Under our rolling curriculum model, Year 3 and 4 children learn to read and write basic rhythmic notation, explore musical structures, compose short melodic phrases with their peers, and develop early instrumental improvisation, building academic confidence and stamina.
- **Upper Key Stage 2 (Years 5 & 6):** In our oldest cohorts, pupils tackle advanced compositional techniques and music technology. Year 6 units include digital notation and sequencing software to arrange beats and record original compositions. Pupils develop refined ensemble skills, collaborating in instrumental bands and leading complex vocal harmonies, culminating in our annual Year 6 'Battle of the Bands' showcase and the school-wide theatrical production.

Inclusive Classroom Practice

We believe that every child has a right to achieve in music. This commitment is brought to life through our targeted classroom adaptations:

- **SEND Adaptations and Provisions:** For children with complex speech, language, and communication needs (SLCN) or physical needs, including those in our specialist Da Vinci class and Elaine Education Centre (EEC), music is utilised as a vital therapeutic and emotional self-regulation tool. Lessons are systematically adapted using tactical and sensory musical instruments, and multi-sensory instruction sheets to eliminate cognitive barriers.
- **Daily Practice and Collective Assembly:** Our weekly, whole-school singing assemblies bring our community together to practice joint-regulation, active listening, and vocal technique, performing challenging multi-part arrangements that celebrate our collective identity.

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.

To provide our children with opportunities to deepen their talents and pursue musical interests beyond the standard classroom curriculum, we provide a vibrant, structured co-curricular program. This includes choral ensembles, instrumental training, and the flagship addition of weekly small-group band sessions:

- **Weekly Rocksteady Band Lessons:** Delivered weekly as a highly engaging whole-school enrichment opportunity, Rocksteady lessons allow pupils to experience the thrill of playing in their own rock band. Under the guidance of a trained band leader, children learn to collaborate, active-listen, and play modern instruments—such as electric guitar, keyboards, electronic drums, or lead vocals. This program focuses on developing team-building, confidence, and musical fluency, culminating in high-energy concerts performed for our wider school community.
- **Lunchtime and After-School Choral Clubs:** Our school choir meets weekly to learn a rich, diverse repertoire of traditional, contemporary, and global songs. The choir is open to all pupils across Key Stage 1 and Key Stage 2 at zero cost, with regular performance opportunities in school-wide assemblies, Christmas fairs, local care homes, and community-led events in Strood.

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.

At Elaine Primary School, we serve a vibrant community. In alignment with our school's commitment to social justice and cultural capital development, we poverty-proof our musical experiences:

Young Voices at the O2 Arena: Our school choir travels annually to the O2 Arena in London to perform in the Young Voices massed choir event. The school funds the transport, professional music resources, and subsidise fees, allowing our pupils to experience singing with thousands of children in a professional arena alongside world-class musicians.

Secondary School Partnerships: We maintain deep, collaborative partnerships with our local secondary schools' Performing Arts departments. This enables our Key Stage 2 pupils to take part in rehearsals, learn musical choreography, and perform directly in

large-scale theatrical productions, such as Shrek! The Musical, building transition confidence and peer networks.

London West End Theatre Trips: As a core milestone of our seven-year Elaine Experiences Offer, all Year 6 pupils enjoy a trip to watch a live, professional musical production in London's famous West End, significantly broadening their cultural horizons.

Community Christmas & Summer Festivals: Our children regularly perform for the wider community, including early years Nativity plays, Key Stage 1 Christmas concerts, whole-school Carol services at our local church, and our summer fayre.

In the future

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

- **Expand Instrumental 1-1 and Small Group Tuition:** Partnering further with the Medway Music Association to introduce targeted, school-subsidised 1-1 instrumental tuition in brass, woodwind, and string instruments, creating clear progression pathways for high-attaining musicians.
- **Sustained Secondary Transition Projects:** Expanding our performing arts partnerships to ensure that secondary music teachers co-deliver specialised workshops for our Year 5 and Year 6 classes, creating a seamless developmental path.
- **Integrated Music and Digital Technology:** Investing in modern school-wide digital tablets to allow Year 5 and 6 classes to compose, sequence, and record soundtracks, blending traditional instrumental skills with 21st-century music technology.
- **Community Aspiration Outreach:** Utilising our PTA to establish a family choir, inviting parents to sing and perform alongside their children during school festivals, embedding music into the heart of our community life.