

Music development plan summary – Belvedere Infant and Junior Schools

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	Spring 2026
Date this summary will be reviewed	Spring 2027
Name of the school music lead	Georgina Read/Sara Bowe
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Bexley Music Hub

Curriculum Intent

At Belvedere Infant and Junior Schools, our intent is to provide all pupils with access to a progressive and inclusive music curriculum that supports creativity, confidence and enjoyment. Through singing, listening, composing and performing, pupils are encouraged to develop musical skills alongside wider personal and social development.

Music is valued as part of pupils' personal development, supporting wellbeing, self-expression and a sense of belonging.

Curriculum Implementation

Music is taught weekly by class and specialist teachers using the Charanga Music Scheme of Work. Lessons are structured to develop pupils' confidence, enjoyment, and musical understanding, while covering the National Curriculum requirements.

Each unit follows a clear structure based on key strands of musical learning:

Listening and Appraising

Musical Activities:

- Singing
- Playing instruments
- Improvisation
- Composition
- Performing

Weekly music lessons are designed to build fundamental skills and deepen knowledge of music theory, alongside developing an understanding of cultural and creative arts.

Listening sessions expose pupils to a wide range of high-quality live and recorded music. These are placed within historical and cultural contexts using timelines and world maps. Pupils discuss where, why, and when music was created, using appropriate musical vocabulary to share their responses to music from across the last thousand years.

- Musical learning is sequenced to ensure clear progression across year groups.
- In Key Stage 1, pupils focus on pulse, rhythm, pitch, and simple musical patterns through singing and play.
- In lower Key Stage 2, pupils develop notation reading, ensemble skills, and structured compositions.
- In upper Key Stage 2, pupils refine accuracy, control, and expression, and compose using more complex structures and musical elements.

This progression ensures pupils build on prior knowledge and develop increasing independence as musicians.

Singing sessions include structured warm-ups, breathing exercises, and a focus on vocal health. Pupils explore a range of repertoire, including community songs, well-known contemporary pieces, and traditional children's songs, often incorporating actions and movement.

Music theory is taught through learning to read and write notation on the grand staff, with a focus on treble clef. Pupils complete written exercises to support their understanding and begin to record their own musical ideas.

Composition is embedded within lessons. Pupils create their own music using simple rhythms and pitch patterns. They learn to notate their compositions and use online music software to support the creative process.

Performing is a key element of the curriculum. Pupils develop instrumental technique, take part in group music-making, and make creative decisions as part of ensemble work. Lessons culminate in performances, where pupils evaluate their work and reflect on their progress.

Singing is further embedded through:

- Weekly whole-school singing assemblies
- Regular opportunities to sing within lessons and performances

Curriculum Evaluation

The Charanga Music Scheme of Work is embedded across the school and supports the delivery of a structured and progressive music curriculum.

Monitoring focuses on ensuring consistency, progression, and quality of teaching across all year groups.

Ongoing monitoring includes:

- Lesson visits
- Pupil voice
- Review of Charanga outcomes
- Teacher assessment recorded on Insight

Leaders evaluate how effectively pupils develop skills in singing, listening, composing, and performing. Monitoring also considers pupils' use of musical vocabulary and their understanding of music within cultural and historical contexts.

Feedback from monitoring informs next steps, including staff support, curriculum refinement, and the development of teaching practice.

Intended Impact

Pupils will:

- Develop confidence in singing, listening, and music-making
- Use appropriate musical vocabulary to discuss and evaluate music
- Understand music within a range of cultural and historical contexts
- Compose and perform their own music with increasing accuracy and control
- Engage positively in collaborative music activities

Expected Outcomes

- By the end of Key Stage 1, pupils can keep a steady pulse, copy simple rhythms, and sing with increasing accuracy
- By the end of lower Key Stage 2, pupils can read and perform simple notation and play as part of an ensemble
- By the end of Key Stage 2, pupils can perform with control and expression, compose structured pieces, and use appropriate musical vocabulary to evaluate music
- All pupils participate in at least one performance opportunity each year
- Increasing numbers of pupils engage in instrumental learning beyond whole-class provision

Progress is reviewed through ongoing monitoring, pupil voice, and regular performance opportunities.

Singing (Whole-School Priority)

Singing remains a central part of music provision and is embedded across the school.

- Weekly singing assemblies for all pupils
- A broad and diverse repertoire, including contemporary, traditional, and community songs
- Regular opportunities to sing within lessons and performances
- School concert assemblies for parents, where pupils perform and share their learning

Next step:

- Explore opportunities to further develop singing across the school, including additional performance opportunities and wider participation

SEND Music Provision

Music provision is designed to be inclusive and accessible for pupils with SEND.

- Clear routines, repetition and visual support are used
- Musical parts are adapted and scaffolded where appropriate
- Outcomes are flexible, allowing pupils to demonstrate progress in different ways

Music provision is monitored in collaboration with the SENCo to ensure appropriate support.

Co-Curricular and Instrumental Music

Instrumental and co-curricular music provision supports pupils' musical development alongside the curriculum.

Currently, instrumental provision is focused on whole-class teaching in Year 4 through the Band Scheme programme, delivered in partnership with Bexley Music Hub.

As part of this programme, all Year 4 pupils receive whole-class Brass instrumental lessons from a specialist music teacher. This ensures all pupils have access to high-quality instrumental tuition, regardless of prior experience.

Through this provision, pupils develop:

- Listening and aural skills
- Rhythm and pulse
- Posture and breathing techniques
- Instrumental technique
- Ensemble and performance skills

The programme includes opportunities for pupils to perform and share their learning with others, including performances for parents.

At present:

- Additional small-group and band-based instrumental lessons take place in school
- Brass instrumental lessons are available through visiting music teachers

Leaders will continue to explore ways to strengthen progression routes and increase participation in instrumental learning over time.

Musical Experiences

Pupils benefit from a range of musical experiences that complement curriculum music and support their wider personal development. These experiences build confidence, enjoyment, and an understanding of music as a shared experience.

Current musical experiences include:

- End of term instrumental concerts where pupils share their musical learning with parents and carers
- Concerts linked to whole class instrumental learning through the Band on the Run programme delivered by Bexley Music Hub
- School concerts that allow pupils to perform as part of an ensemble
- Opportunities for pupils to perform within the wider school community where appropriate

These experiences support pupils in developing confidence as performers and help raise aspirations through regular opportunities to perform and share their achievements.

The school maintains links with the local music community through Bexley Music Hub, which supports whole class instrumental learning and specialist instrumental teaching within the school.

As part of the wider curriculum offer, the school follows the Pioneer Passport. This outlines key experiences pupils access during their time at school. Within this framework, pupils learn to play and perform a musical instrument through curriculum lessons, whole class instrumental teaching, and performance opportunities.

Through concerts and instrumental performances, pupils gain experience performing to an audience and develop musical confidence.

Areas for development 2026/27:

- Increase live performance opportunities for pupils, including opportunities to work with visiting musicians
- Develop EYFS music provision
- Strengthen links with local secondary schools
- Maintain and develop partnerships with music hubs
- Expand music resources, including non-Western instruments
- Introduce peripatetic instrumental teaching to widen access to instrumental lessons
- Develop and establish a school choir to increase participation and performance opportunities

Review and Accountability

Progress against this Music Development Plan will be reviewed termly by the music subject leader and shared with senior leadership.

Leaders track participation in performances, instrumental lessons, and co-curricular activities to monitor engagement and inform future planning.

The plan will be formally reviewed in Spring 2027 to evaluate progress, impact and next steps.