

Music development plan summary: Heath Mount Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Rebecca Schirwing
Name of school leadership team member with responsibility for music (if different)	Rebecca Schirwing
Name of local music hub	Birmingham
Name of other music education organisation(s) (if partnership in place)	Birmingham Music Services

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

EYFS, Key Stages 1 & 2:

Music is an important part of the academic, creative, social and community life of Heath Mount. It is taught as a discrete subject and is enhanced through cross-curricular topics and events. At Heath Mount, the intention is that children gain a firm understanding of music through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music. Our intention is to provide high-quality music teaching with all staff involved in its delivery. We aim to provide a wide range of musical experiences for pupils, including vocal and instrumental performances, as soloists and as members of ensembles. We nurture creativity through opportunities for composition and improvisation. Through exposure to a variety of musical genres across history and different cultures, we aim to create an environment where children are confident to listen to and appraise music, using appropriate musical vocabulary and communicating their opinions respectfully. Lessons are adapted to meet the needs of all pupils and carefully planned

opportunities for training, ensure staff deliver music effectively.

EYFS In the Early Years Foundation Stage, music is taught by class teachers and a specialist music teacher, providing young learners with consistent, high-quality musical experiences. Music education is integrated within the Early Years curriculum that fosters creativity and self-expression. Foundational music skills are developed through activities such as singing familiar songs, moving rhythmically to music, tapping out simple rhythms, and exploring sound variations using a variety of instruments. These experiences support early musical development, encouraging children to express themselves, develop listening skills, and build confidence in creative exploration.

KS1 and KS2 Music Curriculum is a structured, sequenced curriculum, allowing pupils to revisit key musical terms and concepts each year to develop and deepen their knowledge and skills over time. This approach ensures that foundational skills, such as pitch and voice identification, introduced in early years, are continuously built upon as pupils' progress. This gradual development reinforces and extends pupils' knowledge, preparing them with a comprehensive understanding of musical concepts and performance. We aim to ensure that pupils develop skills, knowledge and understanding that meets and exceeds National Curriculum requirements.

Children are taught in weekly lessons lasting between 45-60 minutes, dependent on age. These sessions are delivered by the class teacher. The planning, resourcing and delivery of these sessions are developed using the support of Charanga - a UK based, online platform that provides teachers and students with high-quality, specialised support to ensure the accuracy and impact of our lessons meet or exceed the expectation of the national curriculum. Teachers are also supported by a specialist music teacher within school to adapt and develop their subject knowledge and pedagogical approaches through open planning clinics, 1-1 meetings and whole-school training sessions. Additional connections have been made with Birmingham Music Service to provide additional weekly instrumental teaching, with our Year 4 cohort currently learning to play the Djembe Drums via a specialised peripatetic teacher. Within the Charanga scheme the children also have the opportunity to use tuned percussion instruments such as glockenspiels.

Part B: Co-curricular music

At Heath Mount we believe that music is a vital part of a child's education.

Pupils are exposed to a range of composers through "composer of the week". This is shared in assembly and is designed to cover a diverse and eclectic range of musical influences; genres, eras and musical textures.

Year 4 Choir – The year 4 choir have the opportunity to participate in concerts and assemblies both in and out of school.

Music Technology Club – Summer Term. Introduces Children to music production through Charanga and Garage Band,

Part C: Musical experiences

Our Heath Mount guarantee (which includes a range of musical experience) are specific opportunities to enjoy while a pupil is enrolled at Heath Mount.

Pupils have singing performance opportunities through class assemblies and class share events. These are aligned to important events in the calendar and are inclusive to all members of our school community (e.g. Black History Month, Remembrance Sunday, Christmas, Eid, Michael Rosen Poetry Day etc)

We actively seek out local events and ensure children across school can attend and participate – this year we have our Year 2, Year 4 and Year 6 attending a concert delivered by members of the CBSO at the Symphony Hall.

We actively engage external providers to offer high-quality purposeful workshops that are designed to enhance our musical offer:

Birmingham Music Service

National Opera

Birmingham Royal Ballet

West End in Schools

In the future

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

- Develop teacher subject knowledge and confidence through specific CPD.
- To develop whole school Singing – the introduction of singing assemblies
- Look for more opportunities to bring a variety of live musical performances to the children both inside and outside of school.
- Continue to develop our musical provision for the most vulnerable learners to ensure all possible barriers to achievement and participation are broken down.
- To create and develop opportunities for trust wide musical collaboration – to include a “Big Sing” shared performance and trust wide singing workshops to develop a further sense of community and increase the opportunity for more complex harmonic exposure.
- To develop the role of the Specialist Music Teacher in School:
The focus of the specialist music teacher is to develop opportunities to enhance music further beyond that of the standard weekly curriculum session. Across the year, she ensures that all year groups from Year 3-6 are timetabled in for at least one half term of instrumental teaching using a wide range of instruments e.g. recorders and boom whackers. From these whole-class sessions, assessments are made to identify talent which can then be nurtured within more focussed, smaller group sessions led by the specialist teacher. This dual approach to music coverage between class teachers and the specialist music teacher will enable Heath Mount to deliver a more bespoke music curriculum.
- Investigate an increase in lesson time (aiming for 1 hour per week).
- Develop a whole school choir and key stage specific choir - with opportunities for the children to perform in the community.
- Explore the use of instrument loans and after-school provision.
- Introduce recorder lessons into year 2.
- Participate in National events – including the Young Voices event.