MUSIC DEVELOPMENT PLAN

2026/27

Our vision

Every child will experience the joy of making, listening to and performing music. We want pupils to build the knowledge, confidence and curiosity to participate fully in music and to develop a lasting passion for it.

School	Eastfield Primary School
Academic year	2026/27
Music lead	Naomi Spence
Local music hub	Enfield Music Service

Plan principles

- A clear, progressive curriculum that develops singing, playing, listening, composing and performing.
- Regular opportunities for pupils to perform to others and experience being an audience member.
- Explicit teaching and revisiting of key musical vocabulary and the inter-related dimensions of music.
- Inclusive opportunities so that all pupils, including disadvantaged pupils and pupils with SEND, can participate and succeed.
- Strong links with Enfield Music Service and opportunities to continue music beyond the classroom.

Our music offer

Our provision is organised around the three areas identified in the National Plan for Music Education: curriculum music, co-curricular music and musical experiences.

Curriculum music	Co-curricular music	Musical experiences
A planned curriculum from EYFS to Year 6.	Choir, clubs and ensemble opportunities.	Class, phase and whole-school performances.
Singing, playing, listening, composing, improvising and performing.	Instrumental opportunities, including whole-class tuition where planned.	Opportunities to perform to parents, peers and the wider community.
Key vocabulary and musical concepts are explicitly taught and revisited.	Links with Enfield Music Service and signposting for further participation.	Pupils experience live music and learn to be informed, respectful audiences.

What pupils should experience by the end of Year 6

- Sing regularly and with increasing accuracy, confidence and expression.
- Play tuned and untuned instruments and develop control of rhythm, pulse and pitch.
- Compose and improvise, making purposeful musical choices.
- Listen to and discuss a wide range of music using accurate musical vocabulary.
- Read and use appropriate forms of notation.
- Perform regularly as an individual, in a group and as part of a larger ensemble.
- Know that music comes from different cultures, traditions, time periods and communities.
- See music as something they can enjoy, participate in and continue beyond primary school.

Core vocabulary

Vocabulary will be taught in context, displayed where useful and revisited through listening, performance and composition.

pulse	rhythm	pitch	tempo	dynamics	timbre	texture	structure
steady beat	sound pattern	high / low	speed	loud / quiet	sound quality	layers	organisation

2026/27 development priorities

The focus this year is on a small number of high-impact improvements that are easy to implement, monitor and sustain.

Priority	Key actions	Success looks like	Lead / support	Review
1. Performance	Build a clear performance pathway: class sharing, assemblies, concerts and productions. Ensure every year group has meaningful opportunities to perform across the year.	All pupils perform regularly; confidence and quality improve over time.	Naomi / staff	Termly
2. Key vocabulary & musical knowledge	Identify essential vocabulary for each unit. Teach it explicitly, revisit it in retrieval and expect pupils to use it when listening, composing and evaluating.	Pupils can explain what they hear and the choices they make using accurate vocabulary.	Naomi	Half-termly
3. Passion for music	Broaden listening so pupils encounter music from different periods, cultures, genres and traditions. Use assemblies, musician/composer spotlights and pupil recommendations to create interest.	Pupils can name music they have enjoyed, discuss preferences and show curiosity about unfamiliar music.	Naomi / teachers	Termly
4. Playing & progression	Make sure pupils have regular practical music-making and access to instruments. Strengthen links with Enfield Music Service and promote routes for pupils who want to continue learning.	More pupils play confidently and know how to access further musical opportunities.	Naomi / EMS	Spring
5. Quality, inclusion & monitoring	Check curriculum coverage, pupil participation and access for SEND/PP pupils. Complete a short pupil voice / lesson drop-in each term and share one clear next step with staff.	The curriculum is delivered consistently and all groups can participate successfully.	Naomi / SLT	Termly

Simple monitoring cycle

Autumn	Spring	Summer	Evidence
Baseline audit, vocabulary check and performance map.	Pupil voice, lesson/drop-in and review participation.	Review impact, celebrate music and set priorities for 2027/28.	Planning, pupil voice, recordings/photos, performances, teacher feedback.

Guidance alignment

This plan supports the National Curriculum for Music, the Model Music Curriculum and the National Plan for Music Education. It also reflects the DfE expectation that schools publish and update a summary of their music development plan, covering curriculum music, co-curricular provision and musical experiences.

- DfE: National Curriculum in England - Music
- DfE: Model Music Curriculum
- DfE/DCMS: The Power of Music to Change Lives - National Plan for Music Education
- DfE: School Music Development Plan - Summary Template