

CUTENHOE HILL PRIMARY SCHOOL AND NURSERY



Music Development Plan

Detail:	Information:
Academic year that this summary covers	2025/26
Date this summary was published	January 2026
Date this summary will be reviewed	January 2027
Name of the school music lead	Mrs J Blake
Name of school leadership team member with responsibility for music (if different)	Mrs Jackson
Name of local music hub	Luton Music Service

STATUTORY DOCUMENT **Must be displayed on school website**

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.

Cutenhoe Hill Primary School and Nursery is committed to promoting and respecting the health, safety and wellbeing of all our children and any adults who work in our school

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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 Cutenhoe Hill primary school, we have timetabled music lessons into all year groups. We work alongside the Luton Music Service, who teach music half yearly in years 1- 6. EYFS and Reception are taught by our school led music teacher, who also teaches years 1 – 6 half yearly.

The Luton Music Service and the school led music lessons cover the National Curriculum and is progressive, teaching music in a practical and exploratory way. The curriculum designed, builds pupils' technical, constructive and expressive knowledge of music. The interrelated dimensions of music weave through both key stages to encourage the development of musical skills as the learning progresses, through listening and appraising, differing musical activities (including composing and exploring), singing and performing. The pupils are exposed to a wide range of musical styles, with the Model Music Curriculum being established within the school led planning.

Our intention is to incrementally build the knowledge that pupils need to become musicians and to have an appreciation for music.

Progress is evident through observations, recordings and our progression documents. Discussions and observations with children have demonstrated an increasing knowledge of key music vocabulary being recalled. Observations have shown all pupils engaged and active during the lessons, including SEND.

Music provision is inclusive and accessible to all pupils, including those with SEND. Lessons are adapted through scaffolding, visual support, simplified notation, repetition, alternative instruments, and adult support where required, enabling all pupils to participate meaningfully and experience success in music.

The timings of music lessons range from 30 – 45 mins each week within the classrooms, with an additional weekly 25 minutes during singing assemblies. We have a wide range of instruments that can be used in the lessons and our curriculum. Our music appreciation ensures a variety of music and genres are listened to and discussed.

In each year group, the children have a different focus that they use to cover the strands of the music curriculum, including listening, singing, composing and performing. The music provision is progressive as follows:

EYFS – Children learn to **use their voices confidently** by singing simple songs, action songs, and echo songs. They develop **listening, turn-taking, and memory skills**, learning to sing in time with others and respond to musical cues. Through singing, children explore **tempo (fast/slow), dynamics (loud/quiet), and emotion**, understanding how music can express feelings such as happiness or calm. Movement is also combined.

Reception – In Reception, music lessons develop children's foundational singing, performing, and early composing skills in line with the Model Music Curriculum. Children listen and respond to music through singing a repertoire of simple songs from memory, exploring pitch, dynamics, and tempo, and keeping a steady beat through movement, actions, and percussion. They take part in call-and-response and echo singing, developing turn-taking, accurate imitation, and confidence in responding to a leader. Through playful composing activities, children explore different vocal sounds, recognise pitch direction, and create simple rhythmic and melodic patterns. Regular rehearsal and performance opportunities enable children to express emotion through voice and movement and to perform confidently for others, ensuring they are well prepared for Year 1 expectations of singing in unison, maintaining pulse, and performing with confidence.

Year 1 - In Year 1, music lessons develop pupils' singing, performing, and early composing skills through an engaging and progressive curriculum. Children confidently echo sing with accurate rhythm, pitch, and clear diction, exploring how music makes them feel while developing listening, memory, and interpersonal communication skills. Through singing and movement, pupils coordinate voice and body, experiment with dynamics, tempo, and pitch, and build confidence by leading and performing in small groups. Composing lessons focus on body percussion, where pupils recognise and maintain a steady pulse, perform and create simple rhythmic patterns, respond to conductor signals, and work cooperatively to layer rhythms and create short structured compositions. Pupils listen to a wide range of live and recorded music, move to the pulse, identify dynamics and tempo, and use their voices expressively and creatively. Ensemble work and simple rhythmic notation support musical understanding, with regular rehearsal and performance opportunities enabling pupils to evaluate and reflect on their musical development and demonstrate clear progression in line with curriculum expectations.

Year 2 - In Year 2, music builds securely on prior learning by deepening pupils' understanding of pulse and rhythm while increasing independence, musical control, and expressive performance. Through singing, listening, music games, and playing untuned percussion and glockenspiels, pupils explore dynamics, pitch, tempo, and structure in a progressive and practical way. Children sing confidently from memory with clear diction, maintain pitch and melodic shape, perform in

unison, rounds, and simple two-part textures, and respond accurately to changes in tempo and rhythm. They use their voices and bodies expressively to convey character and story, experiment with vocal sounds, lead and echo patterns, and create simple vocal improvisations. In composing, pupils keep a steady pulse, create and layer rhythmic patterns, use dynamic contrasts and tempo changes, read simple rhythmic symbols, and compose short two-part rhythms including canon-style entries. Learning is enriched through listening activities that introduce orchestral instruments and early music history. Regular rehearsal, performance, and recorded evidence demonstrate clear progression in ensemble skills, musical understanding, and confidence, fully aligned with curriculum expectations.

Year 3 - In Year 3, pupils develop their composing and performing skills through a broad and progressive curriculum, including recorders, ukuleles, and singing. They are introduced to playing the recorder, developing control, awareness of rhythm, pulse, pitch, and reading musical notation, and progress to constructing and performing their own short compositions with dynamics and phrasing. Singing lessons focus on establishing a safe singing voice, accurate pitch, pulse awareness, phrasing, and ensemble coordination, including exposure to non-English repertoire to foster cultural awareness. Pupils build fluency, interpretative control, and confidence through small-group and whole-class performances, including canon and partner songs. On the ukulele, pupils revise C and Am chords, learn simple melodies on open strings, distinguish between chords and single notes, and combine singing with instrumental accompaniment. Across all activities, children perform with increasing accuracy, expression, and ensemble awareness, rehearsing, evaluating, and consolidating their learning in preparation for confident public performance.

Year 4 - In Year 4, pupils continue to develop their composing and performing skills through singing and ukulele tuition. They consolidate chords C, Am, F, and learn C7, applying these in simple melodies and accompaniment, reading chord notation accurately. Singing lessons focus on pitch accuracy, pulse, phrasing, diction, and ensemble awareness, including partner songs, canon, and small-group performance. Pupils refine control of dynamics, rhythm, and breath, exploring song structure (verse, chorus, bridge) and connecting music to meaning through movement and expression. Across all activities, they perform with increasing fluency, confidence, and accuracy, preparing for larger-scale performances, demonstrating attentive listening, stage awareness, and the ability to evaluate and respond to musical expression.

Year 5 - In Year 5, pupils develop confident, expressive singing and performing skills, establishing good posture, breathing, and diction. They build pitch accuracy, phrasing, and ensemble awareness through a diverse repertoire including culturally rich songs such as *Danny Boy*, *Four White Horses*, *Dipidu*, and *Row, Row, Row Your Boat*. Pupils explore dynamics, tone quality, memory, and stage presence, performing in rounds, part-singing, and with expressive gestures to convey meaning. Collaborative skills are developed through supporting peers musically,

maintaining ensemble timing, and breathing together. In composing, pupils progress on keyboards, extending staff notation skills, right-hand fingering, and chord use in the left hand. They undertake creative projects such as a *Haunted House* composition, experimenting with timbre, rhythmic patterns, stylistic features, and elements of texture, structure, tonality, and melody, drawing on wider musical listening to inspire their own work. Through these activities, pupils demonstrate musical fluency, cultural awareness, and confidence in both performance and composition.

Year 6 - In Year 6, pupils consolidate and extend their musical skills across keyboards and glockenspiels, building on prior learning. On keyboards, they recap chords from Year 5 and explore 'The Blues', extending right-hand notation to include A and B and coordinating both hands in simple chord sequences. Pupils develop rhythm notation understanding ('too', 'ta', 'te-te') and use their knowledge of chords and sequences to compose, rehearse, and perform original pieces, including class raps, while deepening listening skills and awareness of musical styles, texture, harmony, instrumentation, and structure. On glockenspiels, pupils develop technical fluency, learning to read staff notation, maintain pulse, coordinate rhythms, match pitch, perform repeated patterns, and participate in ensemble playing. They improvise over sustained pitches, perform simple chordal accompaniments, create contrast between musical sections, and maintain independent parts in polyphonic textures. Pupils also evaluate and refine their compositions, performing with expressive control, clear phrasing, and confidence. Across both instruments, they demonstrate reflective understanding of the creative process, connect learning to wider musical repertoire, and prepare for more complex performances, showing ensemble awareness, musical independence, and expressive engagement.

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.

At Cutenhoe Hill primary school, we are fortunate to have many opportunities for the children to develop their music skills. We have singing assemblies, taught by specialists (from the Luton Music Service) in both KS1 and KS2 each week. A wide range of songs are learnt and performed every term with an audience of parents. These performances include our school choir who, with confidence and enthusiasm also take part in Singing Spectacular each year.

Within the Christmas season year 6 go to Astra Zenica to perform to employees (turning on their Christmas lights). Year 4 will attend Young Voices in Wembley in February 2026 to perform and there is an after-school choir club each week, where children in both KS1 and KS2 have the opportunity to build their singing skills even further with the school's music coordinator.

Annually, our year 6 staff compose theatrical musical productions (ie. The Lion King, Alice in Wonderland, Toy Story, Finding Nemo...). Our Year 5 have visited the Royal Opera House, which links in with the Create and Sing Opera programme of lessons.

We have had fun with music, creating networks with those in the music industry in our town – leading to our year 6 visiting Greg James' radio station and a visit from Greg to our school after watching our musical video (during the publicised Big Weekend in Luton).

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 Cutenhoe Hill primary school, we utilize strong links with the music service to encourage instrumentalists to progress to performing in ensembles. Musicians have worked with our children and also performed live in our school, whilst giving an educational talk about the names and function of various types of musical instruments as well as demonstrating the unique sounds they make and the instrumental families they derive from (for example, string family, woodwind family, brass family, percussion family). The children also enjoy visiting the theatre to watch a pantomime each year within the Christmas period and also have the opportunity annually to showcase their talents as they audition and perform in our 'Street's Got Talent' school show. This promotes musicianship, ensemble skills and teamwork, alongside boosting confidence in singing and performing in front of an audience. Embedded within the music long term planning are opportunities for all the children to perform before their peers and the children are exposed to a wide range of genres, historical periods, music from different places and different instrumental sounds.

In the future

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

We will continue to work with the Luton Music Service and to have music specialist teachers provided by them, coming into our school to teach pupils how to play a range of musical instruments. We will also continue to embed the Model Music Curriculum which provides a clear, progressive framework that ensures all pupils receive a high-quality, consistent music education, developing confidence in singing, performing, composing, and listening.