Department/ Subject Development Plan		
Subject: Music	Subject Lead: Sarah Betts	Year: 25-26

Context
At Simonside Primary School, we use Charanga alongside support from our local music hub to deliver a high-quality, progressive music curriculum from Early Years through to Year 6. Our aim is to cultivate a genuine enjoyment and appreciation of music, recognising its power to enhance wellbeing, creativity, and self-expression. We strive to ensure every child has the opportunity to achieve their full musical potential through active participation in listening, performing, and composing. Building on our current provision, this academic year our focus will be on further enriching the musical experience for all pupils. We will introduce a **Listening Spine** to expose children to a diverse range of music from different genres, cultures, and historical periods, promoting curiosity and musical understanding across the school. Alongside this, we will strengthen **evidence gathering** through recordings and pupil voice, ensuring children's progress and enjoyment are clearly captured and used to inform future planning. We will also continue to prioritise the role of **singing assemblies** as a core part of school life, fostering a sense of community and shared musical experience. These assemblies will take place at least biweekly and will include a developing repertoire of songs. Together, these developments aim to embed music more deeply within the daily life of Simonside Primary, nurturing confident, expressive, and musically aware learners.

Department/Subject Priorities (One Year Timescale)
• To promote the importance of listening to a diverse range of music across all year groups and embed regular, structured listening opportunities into the curriculum. • To improve consistency and quality of evidence collection in music to inform assessment, planning, and curriculum development. • To strengthen whole-school singing opportunities to promote musical engagement and a sense of community.

Department/Subject Priority 1							
Targets	Actions to be taken	By whom	By when	Resources needed	Success Criteria	Monitoring	RAG

| To promote the importance of listening to a diverse range of music across all year groups and embed regular, structured listening opportunities into the curriculum. | Develop a **Listening Spine** document outlining one piece of music per week for each key stage, covering a wide range of genres, cultures, and historical periods.

Launch the Listening Spine to staff during a **dedicated section of a staff meeting**, highlighting its purpose and how to implement it in classrooms.

Gather feedback from staff and | Sarah Betts | Ongoing

Initial development: Autumn Term 2025

Launch: Spring Term 2026

Ongoing review: Throughout 2025–26 academic year | Subject leader release time to develop and resource the Listening Spine.

Time within a staff meeting for launch and training.

Access to audio resources (Spotify, YouTube, or licensed educational music platforms). | • All year groups engaging in weekly listening activities.

• Improved pupil awareness and appreciation of diverse musical styles and cultures.

• Positive feedback from staff and pupils. | • Pupil voice discussions.

• Staff feedback.

• Evidence of listening activities in planning or displays. | |

	pupils to refine the spine over time. Review and update the Listening Spine each term as a **working document**.						

Department/Subject Priority 2							
Targets	**Actions to be taken**	**By whom**	**By when**	**Resources needed**	**Success Criteria**	**Monitoring**	**RAG**
To improve consistency and quality of evidence collection in music to inform assessment, planning, and curriculum development.	Create a simple system for storing **audio or video recordings** of music activities (e.g., class performances, compositions). Gather **pupil voice** feedback to capture learning	Sarah Betts	• System setup: Spring Term 2025 • Implementation: Ongoing from Spring Term 2026	Secure digital storage area (school system or shared drive). Time during subject leader release to review evidence. Support from class teachers to upload materials.	Clear and consistent evidence of music learning across year groups. Teachers feel confident capturing and sharing evidence. Subject leader can use evidence to plan next steps for curriculum development.	Review of uploaded recordings. Pupil voice.	

	experiences and inform future planning.		-			
	Develop a short guidance document for staff outlining expectations for evidence collection.					
	Review collected evidence termly to identify strengths and areas for improvement in teaching and learning.					

Department/Subject Priority 3							
Targets	Actions to be taken	By whom	By when	Resources needed	Success Criteria	Monitoring	RAG

| To strengthen whole-school singing opportunities to promote musical engagement and a sense of community. | Establish a biweekly singing assembly timetable.

Plan and resource songs that reflect a range of themes, genres, and cultures, supporting both school values and curriculum links.

Allocate short setup time prior to assemblies (e.g., 10–15 minutes out of class if needed).

Monitor pupil engagement | Sarah Betts | • Re-establish routine in Autumn Term 2025

• Ongoing delivery and monitoring throughout the academic year | Time allocation for subject leader to set up the hall and prepare resources.

Audio equipment (microphones, speakers, etc.).

Songbooks, lyric slides, or digital presentations. | Singing assemblies occur at least every two weeks.

Pupils demonstrate increased confidence and enjoyment in singing.

Improved sense of school community and shared musical experiences. | Assembly schedule and overview.

School repertoire built up over time.

Observations of pupil participation.

Performance opportunities such as Harvest and the Festival of Languages etc. | |

	and enjoyment during assemblies.						