

Music development plan summary: Osidge Primary School

Overview

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	June 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Emma Ruschil
Name of local music hub	Barnet Education Arts Trust
Name of other music education organisation(s) (if partnership in place)	NA

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.

Curriculum- At Osidge Primary School, we follow the Model Music Curriculum from EYFS to Year 6.

Osidge Primary School believes music brings pupils together through singing, performing, listening and creating, fostering joy, confidence and a sense of belonging. Accessible to everyone, regardless of SEND or ability, music enriches lives, strengthens relationships and helps build a supportive and inclusive school community. We believe that studying music is vital to every pupil's development in order to foster self-esteem, self-motivation, self-belief and self-satisfaction. We recognise our responsibility to provide an environment in which all children, irrespective of gender, age, ethnicity, socio-economic and cultural background, can participate in musical activities.

Our aims are: To facilitate children's learning, for them to gain confidence and competence through an active involvement in: listening, evaluating, singing, learning a musical instrument, performing, composing and using musical technology. To ensure every child can access the music curriculum considering each child's individual needs and achievement. To extend and develop pupils' awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places. To ensure that there are appropriate opportunities for each child to continue learning and developing their musical skills to the next level of musical excellence. To understand and explore how music is created, produced and communicated through the inter-

related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

Implementation:

At Osidge Primary School, we encourage a practical approach to learning and teaching in music that develops our pupils as young musicians. When planning our Music lessons, we endeavour to foster awareness and an enthusiasm for music in a modern world that is multi-cultural and technological. We particularly focus and encourage, performance and composition throughout schemes of work in music which helps to make learning activities relatable and engaging, as pupils learn and perform music which has real-life context. Children at Osidge Primary School are offered plenty of opportunities to perform throughout their school year. Children are encouraged and supported to show their musical talents which fosters their love for music.

As children progress through Osidge Primary School, they will continue to develop their prior skills learnt in previous years by revisiting key skills and knowledge. They will then develop these skills by increasing the levels of complexity. Music lessons are interactive and practical, and pupils often work as a class, small group and individually within one lesson. Pupils use a variety of 'real' instruments as they progress through the school (including untuned percussion, glockenspiels, ukuleles and drums) and listen to a breadth of professionally recorded music from history and around the world.

Every child will participate in whole class instrument lessons for a whole term which is taught by their music teacher. This encourages and broadens their exposure to a variety of instruments as they progress through our school. At Osidge Primary School, children are also offered plenty of opportunities to develop their musical education through developing a variety of partnerships with musicians such as Enfield/ Barnet Music Service and Rocksteady.

Children at Osidge Primary School will have the opportunity to develop singing skills, instrumental skills, listening skills, composing, performing and learn to play the ukulele. The curriculum has been carefully planned out by the music subject champion. Opportunities are also provided for all, extending the gifted and talented pupils and developing basic skills in others. Provision will be differentiated appropriately, by: outcome, task, resource or support.

Lesson Delivery – Each year, every year group will be given the opportunity to spend a term learning a play an instrument. From year onwards, classes will spend this term learning the ukulele. As they progress through the school, their skill level can progress with it.

At the start of each year, there will be a term spent on singing and safe singing techniques. This is also the opportunity for children to learn what makes an effective performance and how their posture affects their ability to perform.

The children will assess a variety of music from different cultures and eras. This will build their listening and appraising skills and allow them to be exposed to new genres of music.

From year 3 there is a technological element to our lessons. The children will spend a term using the YuStudio software on The Charanga platform to create their own music in a variety of styles. This cross-curriculum modules encourages children to explore storytelling through music and to compose their own music in Grime and Hip Hop styles in year 5 and 6 respectively.

Year 5 and 6 use Charanga's Creative Music Scheme which involves a wide portfolio of genres and music from a range of cultures. The scheme allows children to explore, perform and compose music in a wide range of styles.

Music in EYFS - We teach music in Reception as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development.

Model music curriculum - The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.' However, at Osidge Primary School we will already have music teachers to delivering a half term unit of work to all classes from Year 1 to Year 6. They will be taught a whole class instrumental programme, giving each year group the opportunity to play different instruments. If the children enjoy a particular instrument they can then to attend individual music lessons to further their skills. The instruments that each class learns are listed below:

Year 1- Singing

Year 2- Drums

Year 3- Glockenspiel

Year 4- Ukulele

Year 5- Ukulele

Year 6- Ukulele and Singing

At the end of each block of lessons, there will be a performance for the year group which create an assessment opportunity to evaluate children's performance skill.

Floor Books and Learning Collections – From September 2025, Key Stage 1 have been completely a floor book for the year where they can showcase their learning. This creates an opportunity for children to revisit their previous learning and can develop their musical skills further.

In KS2, we use the same principle with our learning collections. These will include evidence of children's learning, clips and photos of children performance and stills from their compositions that have been created on the chromebooks.

Planning - Our medium term plans shows which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals for both prime and specific areas in EYFS. The medium term plans also detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, key stage 1 and key stage 2. Individual lesson plans include guidance on differentiation to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

Adaptation - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by: • Setting open-ended tasks which could have a variety of responses; • Setting tasks of increasing difficulty (not all children complete all tasks); • Grouping children by ability in the room and setting different tasks to each ability group; • Providing resources depending on the ability of the child; • Using classroom assistants to support the work of individuals or groups of children

SEND - We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. The end of each performance module will end with a class performance that provides the teacher with an opportunity to evaluate children's progress. Summative assessments are completed at the end of each half term once a topic has been completed.

Part B: Extra-curricular music

At Osidge Primary School, we are able to offer lessons in woodwind, voice, piano, drums and guitar. Our woodwind teacher also creates woodwind ensembles allowing children to experience performing and practising as a group.

Choirs:

At Osidge, we have a Lower and Upper School Choir. These are open to everyone and are not based on the children's musical ability. These are popular and Lower School

Choir takes place during lunchtime at school while Upper School Choir will be held after school from September. The children are provided with ample amounts of opportunities to perform throughout the year, for example, our Winter Concert and Summer Fairs. Choir provides the children with a variety of benefits such as; singing releases endorphins, creates a sense of community and exercises the brain.

Rocksteady

This year we have enjoyed a partnership with Rock Steady. The group comes in once a week and teaches different groups of children how to put together a band, practise their instruments and perform as a collective. The children get to take ownership and create a band name and choose their songs. Each term's hard work ends with a showcase of all the bands and their performances to their parents and carers.

Part C: Musical experiences

At Osidge Primary School the children are provided with a variety of musical experiences throughout the academic year.

Singing Assembly – The children attend a weekly singing assembly that includes a vocal warm up and then singing and performing songs based on a variety of themes such as mental health, reading and feeling brave.

Music Festivals – Each year KS1 attends the Infant Barnet Music Festival, the children are provided with four songs to learn which they will sing alongside other schools. Each school is also encouraged to learn and perform a song of their own.

ChickenShed Pantomime:

Each year, EYFS attend the annual pantomime at ChickenShed Performing Arts Centre. This provides the children with the opportunity to see live music and singing performed by local children.

Performing in Assembly:

Each week, the children are able to volunteer to play in our Friday assembly. This provides them the opportunity to perform their instrument to an audience.

In the future

At Osidge Primary school, we are constantly trying to expand and improve the opportunities that we provide our pupils. In the future, we would love to attend the KS2 music festival and expand performance opportunities for children within school with the development of a school orchestra.