

Music Development Plan Summary: Grimsdyke School

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Karen Tickner
Name of school leadership team member with responsibility for music (if different)	Seema Varsani
Name of local music hub	Harrow Music Service
Name of other music education organisation(s) (if partnership in place)	-

Part A – Curriculum Music

At Grimsdyke School, music education provides children with a broad and varied musical experience, with opportunities to sing, play a range of instruments, compose, perform and listen to music across a variety of genres, cultures and traditions. Pupils are exposed to music from different time periods, cultures and communities, developing an understanding and appreciation of the diverse ways in which music is created, performed and experienced.

Music lessons are informed by the **Model Music Curriculum (MMC)** and provide a balance of knowledge and practical musical skills. Children are given regular opportunities to **Perform** through singing and playing instruments, **Explore and Compose** through improvisation, composition and experimentation, and **Listen, Reflect and Appraise** through focused listening and discussion. These strands are developed progressively throughout the school, enabling children to build their musical knowledge, vocabulary, confidence and independence.

Timetabling: Curriculum music is taught during lesson time to all pupils. Each year group has a dedicated weekly music lesson taught by a music specialist. In addition, Years 5 and 6 receive a 12-week programme of additional music provision delivered by Harrow Music Service, during which pupils develop their ensemble and performance skills through African drumming and Samba drumming. Each year group has whole class instrumental lessons: Year 3 - recorders, Year 4 - Ukuleles, Year 5 African drumming, Year 6 - Samba drumming

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Music and Movement	Winter sounds	Space	Music and stories	Musical minibeasts	Our musical World
Year 1	Singing, Call And Response	Singing, Pulse And Tempo	Composition, High And Low	Musical Conversations	Stories And Music	Seaside Music
Year 2	Singing Call And Response	Carnival Of The Animals	Grandma Rap	Chinese Music	Opera	Playground Games
Year 3	Singing	Recorders	Recorders	Recorders	Recorders	Recorders
Year 4	Singing	Composing Film And Sound Effects	Ukuleles	Ukuleles	Indian Music	Opera
Year 5	Gospel Music Singing And Performance	Peter and The Wolf Instruments Of The Orchestra	Bamboo Tamboo Harrow Music Service: African Drumming Programme	Harrow Music Service: African Drumming Programme African Songs	Rap Music Create And Sing Project	Ternary Form Composition Project
Year 6	Singing - Swing Music	Composing For Protest – Music Inspired By Ethel Smyth And A Picture Of The Suffragettes	Ain't Gonna Let Nobody – Civil Rights Movement		Harrow Music Service Samba Programme Composition Project	Harrow Music Service Samba Programme Year 6 Production

Part B: Co-curricular Music

Year Group	Extra-Curricular club opportunities available to all	Music Tuition
Year 1		
Year 2		
Year 3	Choir Golden time music activity	Violin, Guitar, Woodwind
Year 4	Choir Golden time music activity Singing rehearsals for performance at local secondary school.	Violin, Guitar, Woodwind
Year 5	Choir Golden time music activity Young Voices	Violin, Guitar, Woodwind
Year 6	Choir Golden time music activity Young Voices	Violin, Guitar, Woodwind

Part C: Musical Experiences

The table below outlines the regular musical experiences available to children throughout the school. In addition to these, we regularly organise workshops, visits and other enrichment opportunities to broaden pupils' musical experiences. These have included visits from the **Nonsuch Orchestra**, as well as a trip to the **Royal Festival Hall** to hear the **London Philharmonic Orchestra** perform. We have also welcomed **The Mozartists** on several occasions, who have delivered engaging music workshops for pupils.

We value the musical expertise within our school community and regularly invite parents to share their own musical experiences and cultural traditions with the children. For example, a parent has shared Indian music with pupils as part of their learning about music from different cultures. These opportunities enable children to experience live music, discover a wide range of musical traditions and make meaningful connections between their classroom learning and the wider musical community.

Year Group	Autumn	Spring	Summer
Reception	Christmas performance to parents/carers		Carnival – performance to parents/carers
Year 1	Christmas performance to parents/carers		Carnival – performance to parents/carers
Year 2	Christmas performance to parents/carers		Carnival – performance to parents/carers
Year 3		Year group assembly to parents/carers	Carnival – performance to parents/carers Music Showcase for music tuition students
Year 4	Performance at Hatch End High School alongside other primary schools.	Year group assembly to parents/carers	Carnival – performance to parents/carers Music Showcase for music tuition students

Year 5		Year group assembly to parents/carers African drumming performance to parents Young Voices performance at Wembley Arena	Carnival – performance to parents/carers Music Showcase for music tuition students	
Year 6		Year group assembly to parents/carers Young Voices Performance at Wembley Arena	Carnival – performance to parents/carers Samba performance at carnival Music Showcase for music tuition students Year 6 Production	

In the Future

At Grimsdyke School, we are committed to ensuring that all children have broad and rich access to high-quality music education. We regularly evaluate our provision and identify areas where improvements can be made to ensure that all pupils are able to develop their musical knowledge, skills, confidence and creativity.

The key improvements for this academic year are outlined below:

1. Greater Depth

Assessment data has identified a need to provide more opportunities for pupils to demonstrate **Greater Depth (GD)** musical knowledge and skills. A **clear and consistent assessment framework** will be used to support teachers in identifying pupils who are working at Greater Depth and to provide a clearer picture of their musical strengths and abilities. We will develop more opportunities within lessons for pupils to demonstrate greater independence, musical understanding, creativity and technical proficiency, ensuring that appropriate challenge is provided for pupils who are capable of working beyond the expected standard.

2. Inclusion

We will continue to strengthen the accessibility and inclusivity of the music curriculum so that **every child is able to participate, make progress and**

experience success. Individual needs will be identified and considered as part of curriculum planning, with appropriate adaptations made to teaching approaches, resources, instruments and activities. We will ensure that pupils with additional needs are fully included in practical music-making and have meaningful opportunities to demonstrate their musical understanding and skills.