



Three Year Music Development Plan

2025–2028

Curriculum music • Instrumental learning • Inclusion • Enrichment • Digital creativity

Our ambition

Every child at Park Road Academy will develop as a musician. We will teach children to sing, play, listen, compose and perform with increasing knowledge, control and independence. Every year group will learn through instruments, share music with an audience and hear musicians perform live. Financial circumstances, special educational needs or disabilities, confidence and access to technology will not determine who can take part or progress.

This plan establishes an annual entitlement from Nursery to Year 6 and a three-year programme for improving its quality. Digital music will extend pupils' musical choices and provide purposeful links with computing, while practical singing and instrumental teaching remain central.

Plan detail	Arrangements
Period	Academic years 2025–2026, 2026–2027 and 2027–2028
Accountability	Headteacher; music subject leader; computing leader; SENDCo and trustee subject link.
Lead	Mrs Harrison and Miss Harrod
Review	Termly, annual trustees subject review workshop

Success by July 2028

Every pupil has an accessible musical entitlement. Teaching and pupil work show sustained improvement across cohorts. Pupils facing barriers participate meaningfully, make musical progress and know how to continue. Leaders can explain which changes made the greatest difference and share effective practice with others.



National Expectations and Park Road Academy Commitments

National reference	Park Road implementation and evidence
DfE music plan	Protect at least 60 minutes of curriculum music each week in Years 1–6. Provide instrumental and vocal tuition routes, a choir, an instrumental ensemble, rehearsal space, a school performance each term and an annual live music opportunity. Check timetables, delivery and individual access.
Music curriculum	Sequence singing, instruments, listening, improvisation, composition and notation. In KS2, deepen musical accuracy, musical history and understanding of staff and other notation. Use the national curriculum as the school's reference for breadth and ambition.
Computing curriculum	Teach purposeful creation, organisation and evaluation of digital content. Connect musical sequencing to programming where explicit algorithms, repetition or debugging are taught; a music app alone does not constitute programming.
DfE public summary	Publish accurate information about curriculum music, co-curricular music and musical experiences, together with future improvements. Explain access, charges, support and contact details; update annually.
DfE enrichment benchmarks	Use the eight benchmarks to review the music enrichment strand. Music contributes particularly to arts and culture and wider skills; the whole-school strategy must cover the other enrichment categories too.

Assemblies, choir and productions enrich our offer; they do not replace our planned weekly curriculum.

Year 2 children learn the tute, Year 4 learn recorders and Year 5 learn ukulele. Children can join the choir, which sings at Tesco at Christmas and at the Altrincham lights switch-on each year. The choir also sings at Newhaven Care Home annually and has the opportunity to attend Young Voices each year. Every child has the opportunity to sing in a performance for the school and families at least once each year. All children sing together as an ensemble in assemblies. Pupils can perform their instruments at the beginning of each weekly assembly, and our annual musical talent show celebrates instrumental and singing talent. In 2025–2026, children enjoyed listening to a live saxophonist.

EYFS will combine daily singing and musical play with frequent adult-guided exploration, appropriate to children's development.



Annual entitlement from Nursery to Year 2

The confirmed instrumental offer is Tute in Year 2, Recorders in Year 4 and Ukulele in Year 5. The wider annual entitlement below builds on it; additional instruments and teaching frequency will be agreed following Kapow Curriculum units. Each child will have at least one planned performance opportunity per term, including an annual singing performance for the school and families, and one live musician encounter each academic year.

Year group	Instrumental learning	Performance and live listening
Nursery	Explore untuned percussion and accessible sound makers through regular short sessions. Learn to start, stop, copy a beat and vary sound deliberately.	Share a familiar song or sound pattern with a small audience each term. Hear an age-appropriate, short live musician visit with opportunities to respond and explore.
Reception	Develop control of percussion and tuned bars through weekly guided experiences alongside provision. Repeat patterns and explore high and low sounds.	Termly song, sound-story or ensemble sharing. Hear a live musician demonstrate contrasting instruments; respond through movement, sounds, symbols or speech.
Year 1	Use tuned and untuned percussion throughout the year, including a taught sequence of at least 10 weekly sessions on a chosen classroom instrument. Keep pulse and echo short patterns.	Termly class performance with a clear musical role for everyone. Annual interactive live performance; recognise an instrument and describe an audible feature.
Year 2	Established provision: Tute. Develop controlled sound, short melodic patterns and ensemble playing. Agree the teaching sequence and frequency with the teacher; use rehearsal and accessible notation to secure progress.	Termly singing and instrumental sharing, including an original sound story. Annual live ensemble encounter; compare sounds and explain a preference.

Musical development and assessment

Nursery and Reception staff observe attention, imitation, expressive choices and increasing control during authentic music-making. They avoid unnecessary formal testing. Year 1 teachers listen for a steady beat, remembered patterns and purposeful choices. Year 2 pupils develop accuracy, longer patterns, expression and the ability to improve a piece after listening.

Access

We use visual start and stop cues, predictable rehearsal routines, appropriate grips and instrument stands, movement and communication supports. We offer smaller audiences and quieter versions of encounters where necessary. A child's musical contribution may be brief or supported but still always involves meaningful music-making.

Breadth of listening

We teach a balanced repertoire across the year, including music from different cultures, periods and traditions and works by living and past composers. Where possible we link each live experience to prior listening and a follow-up practical task. See our curriculum overview and progression documents.



Annual Entitlement from Year 3 to Year 6

Year group	Instrumental progression	Performance and live listening
Year 3	Proposed bridge from Year 2 flute to Year 4 recorder: consolidate pulse, pitch, simple notation and ensemble control using classroom instruments. Select the instrument and sustained teaching sequence after the audit.	Perform rehearsed work each term. Hear a live small ensemble annually and discuss timbre, pulse and how musicians coordinate.
Year 4	Established provision: recorders. Sequence breath control, fingering, melodic accuracy and notation. Build on previous pitch and ensemble learning; confirm the duration of tuition and opportunities for regular practice.	Termly ensemble performances with contrasting parts. Annual live concert or school-based professional performance; identify texture, dynamics and structure.
Year 5	Established provision: ukulele. Develop handling, rhythm, chord changes and accompaniment, drawing on prior ensemble learning. Confirm tuition frequency; offer further challenge and accessible progression routes.	Termly instrumental, vocal or original-composition sharing. Annual live performance linked to styles being studied; discuss interpretation and musical careers.
Year 6	At least 12 weekly sessions developing independent ensemble work, arrangement and rehearsal.	Termly performances, including a final ensemble or composition project. Annual live encounter; evaluate musical decisions and learn about secondary or community pathways.

Specialist instrumental teaching and learning is over a full term. Weekly curriculum music continues throughout Years 1–6. Instrument blocks sit within a broader sequence of singing, listening, composing and notation.

Performance Calendar Each Year

Every child has an annual opportunity to sing in a performance for the school and families. Teachers plan a meaningful singing role and suitable support for each child. This whole-school entitlement is separate from optional choir membership and talent-show entry.

Term	Whole-school platform	Purpose
Autumn	Class sharing; annual choir singing at Tesco at Christmas and the Altrincham lights switch-on. Confirm event dates.	Establish confidence, ensemble routines and a baseline recording.
Spring	Class sharing and proposed digital composition showcase; annual choir singing at Newhaven Care Home, in the term agreed with the home.	Demonstrate progress and explain musical choices.
Summer	Class sharing and Year 6 transition work. Schedule the established annual musical talent show in the agreed term.	Celebrate sustained achievement and identify next steps.



Digital Music linked to Computing

Every year group complete a planned digital music experience annually. Music and computing leaders identify distinct learning outcomes.

Group	Music and computing task	Evidence of learning
Nursery and Reception	With an adult, record a song or sound and play it back. Select sounds for a short story; use simple controls purposefully.	Child recognises a recorded sound and makes a musical choice. EYFS technology experiences support learning without being labelled a separate statutory computing subject.
Year 1	Record a short instrumental pattern. Use playback, choose a suitable filename with support and retrieve the recording.	Keeps a pulse or copies a rhythm; operates record and playback and recognises where work is stored.
Year 2	Create an A–B sound story in a simple sequencer. Change sound order and save an improved version.	Explains a contrast between sections; creates, organises, retrieves and edits digital content.
Year 3	Programme a repeated rhythm using a short sequence and repeat block. Compare the coded rhythm with an acoustic performance.	Keeps a repeated pattern in time; predicts, tests and corrects an error in the musical algorithm.
Year 4	Record live instrumental parts and layer them with a rhythmic backing. Adjust balance and edit starts and ends.	Maintains a part in an ensemble; organises audio files and explains how editing improves clarity.
Year 5	Compose music for a short animation. Use repetition and timed events to coordinate sound and images, debugging mismatched cues.	Uses motif, texture and structure deliberately; explains and refines a programmed sequence.
Year 6	Create and perform an original piece combining live instruments and digital audio. Edit, mix, export and present an accessible finished version.	Explains arrangement and production decisions; selects tools and evaluates fitness for purpose, licensing and safe sharing.

Responsible production

We teach safe listening levels, permission before recording others, appropriate storage and respectful feedback. We only use school-approved accounts and original or appropriately licensed audio. Staff always check permissions before publishing pupil performances. Pupils remain the composers and explain their own decisions; automated output must not replace the learning being assessed.



Year one implementation 2025 to 2026

Action and deadline	Lead	Evidence and success measure
By 30 November 2025: audit weekly teaching time, scheme progression, instruments, tuition, participation, staff confidence and access barriers. Consult every class and families needing support.	Music lead with inclusion and computing leaders	Completed baseline with pupil counts and identified barriers; named actions and deadlines for every significant gap.
By 18 December 2025: approve the annual calendar, instrument sequence, protected weekly timetable. Confirm live music performance.	Headteacher and trustees	All classes have a deliverable schedule; staffing and bookings verified; curriculum entitlement funded without depending on family payment.
By January 2026: review access to the existing choir, assembly performance slots and annual talent show. Confirm rehearsal arrangements and develop instrumental ensemble opportunities. Source tuition and support routes.	Music lead	Access routes communicated; registers record take-up and continuation; support offered to children facing cost or access barriers.
Spring 2026: Develops staff understanding and skills in digital music.	Music and computing leaders	staff demonstrate the skills they will teach ready for pupils to explain or demonstrate their contribution.
Each term: deliver class performance opportunities and review music learning, including pupils with SEND and pupils facing disadvantage.	Teachers and music lead	One planned performance opportunity per pupil each term, with actual participation tracked and missed experiences followed up.
By July 2026: complete annual live experiences; moderate musical outcomes; evaluate access and prepare for full implementation for 2026–2027 summary.	Music lead and headteacher	All pupils offered the entitlement; aim for every pupil to experience it, with absence and alternative arrangements recorded honestly.

Teaching and professional development

To identify strengths and provide modelling where teachers need support.

To use co-teaching and rehearsal to improve accuracy of instrumental instruction and feedback.

To moderate short examples of singing, instrumental work and composition.

The music lead checks whether training changes classroom teaching, rather than recording attendance alone.



Year Two Implementation 2026 to 2027

Priority: deepen musical quality and remove persistent barriers. Continue the annual entitlement for every cohort, including new starters.

Action and deadline	Lead	Evidence and success measure
By September 2026: refine the progression map using Year 1 evaluation. Strengthen the progression from Year 2 toot through Year 4 recorders to Year 5 ukulele, with bridging learning in Years 3 and 6.	Music lead and teaching staff	No unintended restart for continuing learners; plans identify prerequisite knowledge and next musical steps.
By October 2026: review every pupil missing out on clubs or continuation tuition. Offer targeted invitations with funded places for choir.	Inclusion leaders and music lead	Individual access actions agreed; termly participation and retention reviewed by group and against the pupil's own interests.
By December 2026: complete a joint review with a suitable music specialist or hub colleague. Focus on teaching and progression across KS1 and KS2.	Headteacher and music lead	External feedback informs two or three specific improvements; follow-up shows whether practice changed.
Spring 2027: introduce a collaborative composition project using live and recorded parts. Include pupils in the choice of theme and musical roles.	Music and computing leaders	Each pupil contributes musically; saved drafts show refinement; computing outcomes are assessed separately from musical quality.
Across the year: broaden live listening and repertoire, with age-appropriate encounters with musicians and music-related work.	Music lead and careers lead	Each class meets annual entitlement; pupils encounter contrasting music and describe what they learned from musicians.
By July 2027: evaluate two years of progress and refine transition and continuation.	Headteacher and trustees	Evidence includes comparable learning samples, pupil voice and documented barrier removal. Persistent weaknesses enter Year 3 priorities.

Pupil Engagement

We will invite representatives from different year groups to help shape repertoire, access arrangements and showcase formats. Older pupils may support warm-ups, introduce music, explain production choices and mentor younger musicians. Leadership opportunities in the form of music ambassadors will be reinstated for this year.

Meaningful community enrichment

We aim to build on the annual choir performance at Newhaven Care Home. Agree timing, repertoire, access and safeguarding with the home; prepare pupils for respectful intergenerational music-making and gather feedback.

We want to build on giving all children a route to contribute; optional solo performance in our annual performances for families. We also want to teach children how to be a supportive audience and how music connects people. We want to Celebrate rehearsal, improvement and collaboration as well as polished performance.



Year Three Implementation 2027 to 2028

Priority: demonstrate sustained quality, secure onward progression and make the offer resilient to changes in staffing or funding.

Action and deadline	Lead	Evidence and success measure
By September 2027: renew resources and provider arrangements; ensure at least two staff understand core delivery and digital workflows.	Headteacher and music lead	Updated continuity plan and teaching resources; named cover arrangements protect weekly provision.
Autumn 2027: evaluate three cohorts' instrumental and composition work against the curriculum sequence.	Music lead with specialist reviewer	Evidence shows increasing control, understanding and independence; teaching responds to remaining gaps.
During 2027–2028: extend the established annual musical talent show with original digital compositions alongside singing and instrumental performances.	Music and computing leaders	Open access and supported entry are reviewed; pupils explain their learning. Termly class sharing ensures opportunities for children who do not enter the talent show.
By May 2028: confirm Year 6 transition information and pupil choices for future music participation.	Year 6 teacher and music lead	Every pupil has a short musical profile and information about available secondary or community routes; support needs communicated appropriately.
Summer 2028: share a tested approach with another school or local network, including practical adaptations and evaluation findings.	Headteacher and music lead	The shared approach is supported by pupil evidence; feedback informs further refinement.
By July 2028: evaluate the full plan and agree the next three-year priorities and budget.	Trustees and headteacher	Sustained strengths, unfinished work and future priorities are explicit. The public summary accurately distinguishes provision from ambition.

Measuring the Impact of Our Music Plan

Subject Leaders and SLT will use a small number of examples to explain how changes in teaching and access improved musical learning. For example, a pupil who initially struggled to coordinate a part may now sustain an adapted instrumental line within an ensemble; recordings, observation and the pupil's view should support that account.

Transition to Year 7

We want children to leave with a profile of learnt instruments, a range of repertoires and/or compositions, notation experience, strengths and more importantly we hope to have ignited an interest and supported pupils to continue to learn an instrument at secondary school or continue to perform musically.



Inclusion and Enrichment in Music at Park Road Academy

An ambitious musical role for every child

Teachers and SENDco to identify barriers with pupils and families, including sensory needs, motor coordination, hearing or visual needs, communication, anxiety, attendance and finance. We include disadvantaged pupils, pupils with SEND, those known or previously known to children's social care and any child whose circumstances limit access.

Barrier	Planned response	How we will check it works
Sensory or performance anxiety	Predictable rehearsal, quiet preview, adjusted seating or sound levels, small audience and supported entry.	Pupil feedback and observation show increasing access; review after the first session.
Physical or communication needs	Adapted instruments, grips, switch access, visual scores, additional modelling and appropriate communication support.	The pupil makes musical decisions and develops control; support is reviewed rather than fixed indefinitely.
Cost or limited access at home	School-funded core offer; instrument loans, supervised practice and confidential help for additional tuition or visits.	No child loses the core entitlement through inability to pay; track uptake and continuation of support.
Absence or missed opportunities	Catch-up teaching and a comparable live or performance opportunity within a reasonable period.	Record actual participation and the recovery date; follow up repeated gaps.
Existing musical expertise	More complex parts, improvisation, arrangement and appropriate specialist guidance.	Pupils encounter new learning and demonstrate progress beyond familiar repertoire.

Contribution Enrichment

Benchmark focus	Music action
Strategy and breadth	Connect music to school priorities and the wider enrichment offer; schedule regular opportunities within the school day.
Communication and community voice	Publish access information; celebrate progress; seek pupil and family views and show what changed.
Accessibility and partnership	Remove practical barriers; use musicians, the Trafford's music hub and community partners with clear delivery expectations.
Outcomes and improvement	Review participation, musical progress and belonging; adjust the next term's provision in response.



Monitoring resources and accountability

Measure	Review and proposed threshold	Response
Curriculum delivery	Half-termly timetable check: at least 60 minutes weekly in Years 1–6. Record cancelled sessions.	Restore missed teaching and address recurring disruption.
Individual entitlement	Termly register: instrument learning, performance, annual live music and digital project for every pupil.	Aim for 100% actual access; identify missed experiences and provide an appropriate alternative.
Musical progress	Termly assessment against taught content; autumn and summer comparison of selected work.	Reteach insecure knowledge; adjust support or challenge. Set local targets after baseline.
Equity and continuation	Termly pupil counts and rates for clubs, tuition and retention; compare SEND, disadvantage and other relevant groups.	Investigate every unexplained gap; record pupil preference separately from an unresolved barrier.
Pupil experience	Accessible pupil voice each term across all phases and participation groups.	Identify changes needed to support confidence, agency and belonging.
Leadership and value	Termly spend and delivery report; July trustee evaluation.	Protect core entitlement, judge impact and approve next year's improvements.

Additional development aims carried forward from the previous music action plans

Development aim	Action within this plan	Evidence of impact
Curriculum delivery and staff confidence	Provide focused CPD for class teachers, termly planning conversations and practical modelling. Build a shared bank of recorded examples, model lessons and useful resources so staff can teach the Kapow sequence with increasing confidence.	Staff feedback, planning reviews, learning walks and pupil work show stronger subject knowledge, clearer progression and more confident teaching.
Instrumental progression and wider access	Work with Trafford's Music Hub or another suitable provider to explore after-school instrumental clubs, an accessible KS2 band or ensemble, and an instrument-lending arrangement. Review whether at least 20% of KS2 pupils take part in an optional instrumental or vocal opportunity by July 2028, while maintaining equitable access and funded places.	Participation, continuation, instrument loans and pupil voice are reviewed by group. Unexplained access gaps lead to a named action.
Performance and community partnership	Maintain at least three significant school performance platforms each year, including Christmas performances, a summer showcase and the annual musical talent show, alongside assembly sharing. Explore joint performances with local schools, community choirs and music partners.	Every child performs at least once each year. Parents, pupils, staff and community partners provide feedback on confidence, enjoyment and musical progress.
Assessment and pupil voice	Use FFT music assessment tools, or the school's agreed assessment framework, consistently across year groups. Hold termly moderation and use pupil voice surveys to identify musical interests, barriers and improvements needed.	Assessment evidence shows progression in knowledge and skills; moderation informs planning; pupil feedback results in visible changes to provision.
Partnership, funding and sustainability	Strengthen collaboration with the Music Hub, local musicians and community organisations. Explore core-budget planning, hub support and suitable grant opportunities for instruments, CPD and performance experiences. Protect the core offer when funding or staffing changes.	Annual budget review, confirmed partnerships, maintained resources and a continuity plan for staffing and instrumental teaching.
Long-term musical development	Ensure children leave Park Road with a record of instruments learned, repertoire and compositions, notation experience, strengths and next-step routes. Continue to develop a confident staff team and a wider range of vocal and instrumental ensembles.	Transition profiles, continuation choices, staff confidence evidence and sustained participation show that pupils are prepared to continue making music beyond Year 6.



Music Budget

Budget line	2025–26	2026–27	2027–28
Instrument provision	£1,500	£700	£500
Specialist tuition and staff development	£1,500	£1,600	£1,700
Live musicians and visit costs	£500	£500	£500
Digital audio resources	£500	£300	£300
Financial Access support for families	£500	£500	£500
Total proposed allowance	£4,500	£3,600	£3,500