

Music development plan summary: Drayton Park Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	November 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Mark McCarthy
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Milton Keynes Music Hub
Name of other music education organisation(s) (if partnership in place)	

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.

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 Drayton Park, we employ a specialist music teacher to teach our curriculum music lessons. He works with each year group for 1 hour every week, all year. Our music curriculum is based on the Model Music Curriculum and follows the Music Express programme of learning. Our curriculum is based around 4 key concepts: Performing and Communicating, Improvising and Composing, Listening, Understanding and Appreciating and finally Dimensions (including key vocabulary and terminology).

In Reception, children are taught to sing songs as an ensemble, make music using different tuned and untuned instruments, and move to music in appropriate ways. Children are taught skills such as matching pitch, copying rhythms and following melodies.

In KS1, children learn about the different ways they can use their voices, increasingly matching pitch and following melodies as an ensemble. They explore the different tuned and untuned instruments and how they can use these instruments to create different

effects. Children begin to understand basic notation including pitch line graphs and graphic scores. Whole class ukulele is introduced before reaching KS2, if deemed suitable by the music teacher.

In KS2, children develop their musical understanding by learning more about musical notation. They write out short passages of music and use this to play each other's work. Through these units, they develop their knowledge of musical styles and structures including riffs, ostinato and simple forms. They also use their voices in ensembles to create different effects including singing in multiple parts and with melody and harmony lines.

In Year 3, our music teacher broadens instrumental resources (where appropriate) to include electric keyboard and djembe. This is done as a whole class ensemble (when resources allow) and they learn some information about the instrument and its origins. They learn several pieces and the music teacher records a performance for their assessment.

Our school has 329 children and 15% of them have some form of SEND need. To ensure those children are supported and included in music lessons, our staff all have access to the children SEN support plans, IEPs and EHCPs. Key information is shared with staff, including strategies for support individuals. Our music curriculum is based around the value of inclusion. Children with SEND needs are encouraged to take part and engage as much as possible with adaptations being made to provision for those that need it.

Part B: Extra-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.

Beginning in the Summer term of 2024, our school has hosted the Rocksteady company. A band leader comes in to school every Tuesday afternoon and leads rehearsals for 4 separate bands of mixed age children. Some of these children have been enrolled by their parents, and some have been selected (and paid for) by the school to provide them with the opportunity that they would otherwise not have had (inclusions because of pupil premium eligibility and also some Looked After Children). The value of the Rocksteady project will be evaluated before the end of the academic year.

Throughout the year, a range of after school clubs are offered to children across KS1 and 2. They include various instrumental groups, vocal groups, and a chance to explore music with more freedom than when in a class setting (e.g. solo composition/improvisation).

In Reception, the children put on a winter show for parents and the school.

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.

Throughout the year, children get the opportunity to sing every week in school. Our music teacher leads a singing assembly once a week and also, we have music in the other 3 assemblies that happen in the week. There is a set list of songs that are played in assembly, chosen to link to the theme of each week. Children listen to the songs of the week regularly and learn to sing along with them. Singing also takes place in almost every single music lesson.

Teachers are encouraged to choose one song/ piece of music every week that is special to them or that they particularly enjoy. They then play this in their classrooms throughout the week. The aim of this is to broaden the children's experience of listening to music and expose them to songs and pieces that they may never listen to otherwise. This also encourages discussion and debate about musical styles and genres and the merits of them.

The music lead is going to explore strengthening links with the local music hub.

In the future

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

Over the next year, we are looking to expand the range of musical experiences we offer our children. As we are in an area of deprivation, we are conscious we need to provide a wide range of different musical experiences for our children so that they can enjoy and explore as much music as possible. We plan to increase the number of trips to see live music this year, including inviting musicians in to perform for our children.

Another aim for the future is to have sufficient high-quality instruments and other resources to support music tuition and pupil progression properly.