# Music development plan summary: Richmond Hill Primary Academy

## Overview

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| Detail | Information |
| Academic year that this summary covers | 2025/2026 |
| Date this summary was published | 21.06.2025 |
| Date this summary will be reviewed | 21.06.2026 |
| Name of the school music lead | Karly Elmore |
| Name of school leadership team member with responsibility for music (if different) | Kelly Cousins |
| Name of local music hub | Doncaster Music Hub |
| Name of other music education organisation(s) (if partnership in place) | Rainbow Connections |

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.

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| **Rationale:**  *As professionals we are all highly committed to embedding our core****CARE****values;****C****ollaboration,****A****spiration,****R****esilience &****E****ndeavour, we strive to ensure that our pupils become active, collaborative and resilient learners. Our aim is to ensure all children are provided with a music curriculum that creates opportunities to be creative and expressive with the skills and knowledge they develop. Encouraging creativity teaches children some of the most important life skills such as problem solving, empathy, communication, responsibility, commitment and dedication, as well as discipline. At Richmond Hill our passion is to provide a safe environment where children can succeed in the future, be inventive, resourceful and imaginative, and arts education supports this.*  We strive to provide a rich and varied musical curriculum that nurtures fundamental musical techniques alongside building musical knowledge within:   * Singing * Listening * Composing * Performing/Instrumental Performance   All our children will learn to play at least two musical instruments with progression pathways in place to extend.  Music is an integral part of the curriculum, enabling children to be reflective and expressive musicians, developing their own appreciation of music through the opportunities we provide as a school. We aim to develop children’s understanding of aural skills, improvisation, memorisation and composition and the use of staff notation.  Our school music curriculum is informed by the Model Music Curriculum (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3.  Key components of our provision include:   * Weekly teaching of New Model Music Curriculum through Charanga platform – EYFS, KS1, KS2, SEND * Classroom instrumental teaching * Progression from classroom instrumental teaching * Access to music lessons in guitar and clarinet via the Let’s Make Music scheme at the Doncaster Music Hub. * Links with external music organisations (DMH, darts, Opera North, RCC, Hill House) * Succession planning and CPD * Choir- KS1, KS2 and Trust Choir * Singing strategy, including whole school singing assemblies and wider singing opportunities ie ‘Create Day’, ‘Sing Out’ * Regular performance opportunities * Enhanced transition to secondary schools * Rhythmic and melodic musical instruments are part of classroom teaching (MMC) in KS1 and KS2. * Class teachers use the MMC to teach glockenspiel and recorder * First Access from Doncaster Music Hub- Samba and Ukulele whole class teaching * Trust Ensemble   **Classroom instrumental teaching**  Y1, Y3- glockenspiel  Y2, Y6- recorder  **Doncaster Music Hub instrumental teaching**  Rec-Y6 –guitar & clarinet (Let’s Make Music)  Y4- Samba, Y5- Ukulele (DMH)  **Progression pathways**  Pupils who are identified as particularly enjoying, or who are particularly skilled during classroom lessons are encouraged to undertake small group lessons with peripatetic teachers via Let’s Make Music.  Peripatetic teachers that come to teach ukulele and samba can signpost children to the William Appleby music centre ensembles.'  **SEND**  Music plays a very important part in the life of our school. We believe that all children should have the opportunity to learn to sing and play a musical instrument. Whole-class instrumental teaching offers equality of opportunity and consideration is always given to the ways in which individuals from a variety of backgrounds are supported whilst participating in and when wanting to continue their learning beyond the whole-class experience. Music is available to every child and all children take part in musical activities; making a positive contribution to the life of the school and local community. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Children have equal opportunities to develop their understanding and enjoyment of music regardless of race, gender and ability.  **Richmond Hill Primary Academy links with external music organisations**   * Doncaster music hub * darts * Opera North * Royal Opera House * Rainbow Connections Choir * Lead School for Music -South Yorkshire   **Transition**  The majority of our pupils feed into our local secondary school and we ensure that individual transition conversations take place between our teaching staff and the receiving schools. Children who play instruments will be highlighted to Mrs Moran who is the curriculum lead at the main school.  A link to our school website music curriculum page is here. |

## Part B: Co-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.

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| **Progression from classroom instrumental teaching**  Pupils who are identified as particularly enjoying, or who are particularly skilled during the Doncaster Music Hub lessons are offered small group lessons with peripatetic teachers via Let’s Make Music. This year’s offer includes guitar and clarinet.  **Instruments offered at Richmond Hill**   * Glockenspiel * Recorder * Guitar * Clarinet * Samba * Ukulele   Children who access First Access Samba and Ukulele lessons will have the opportunity to take part in an ensemble at DMS.  **Choirs**  We run KS1 and KS2 choirs and these are open to all children that would like to take part. Our KS1 choir is run in house by our Music Lead. The Rainbow Connections Choir is open to all children who wish to take part in KS2. Performance opportunities are regular, both in and out of school. Key events are ‘Sing out’ and KS2 choir Christmas performance at the Dome.  **Whole school singing assemblies**  Weekly singing assemblies - 30 minutes long.  Each assembly consists of:   * a video of a live music performance, exposing children to a range of musical instruments, styles and genres, including discussion of the same & musical elements; * vocal warm up exercises; * learning songs, including discussion of musical elements and discussion of performance techniques. * opportunities to showcase singing or instrumental learning from classroom lessons each half term from all year groups across the year.   **Trust Ensemble**  Children will have the opportunity to take part in a Trust Ensemble, led by music specialists within the Trust- Kelly Cousins (RHPA Head of School) and Helena Honeybone (Townfields Head). |

## 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.

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| At Richmond Hill we feel it is incredibly important for children to see and hear live performances. Research tells us that listening to live music allows us to connect to our surroundings. There are proven benefits to children’s mental health and well-being.  **Whole school singing assemblies**  Weekly singing assemblies - 30 minutes long.  Each assembly consists of:   * a video of a live music performance, exposing children to a range of musical instruments, styles and genres, including discussion of the same & musical elements; * vocal warm up exercises; * learning songs, including discussion of musical elements and discussion of performance techniques. * opportunities to showcase singing or instrumental learning from classroom lessons each half term from all year groups across the year.   **Performance opportunities**  Choirs perform regularly in school and out of school: Sing out, Opera North, Local community.  Sing Out is a massed choir event at The Dome. This is open to all KS2 children who wish to take part each year.  Opera North-Big Sing is choir ensemble that takes part each year at The Dome. Experts hold workshops, which build up to a final performance. This is available to Y4 children who wish to take part.  Each class learning an instrument will have the opportunity to perform to parents twice per year at Christmas and Easter.  Each year group performs a showcase of their learning from classroom lessons once per year during music assemblies.  KS1 choir have the opportunity to perform at our local church for Christmas and Easter.  Trust choir performances  EYFS access BBC Education-Musical Storyland, which includes some live performances.  BBC Ten Pieces- accessed weekly during music assemblies |

## In the future

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

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| * Consider progression across elements of the music curriculum and conduct monitoring to inform next steps. * Lead School for Music in South Yorkshire- sharing good practise and leading CPD/ networking events. * Work alongside DM hub and darts to review aspects of the curriculum. * Ensure wide range of genres and styles are included. * Develop music inclusion statement for school and trust schools. * Continue to attend Trust Music Networks and training. * Disseminate learning from the network to staff in school. * Continue regular monitoring of music lessons to ensure full coverage of MMC. * Research live music opportunities for coming academic year. * Work with Trust Network team for ways in which to allow children at our school to have opportunity to form a band. |

## Further information (optional)

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| The music development plan forms part of the overarching school developing excellence plan. The impact of the plan is monitored by the curriculum leader. This in turn is monitored by SLT and governors.  The trust quality assurance model ensures that leaders are held to account for the quality of the school curriculum and progression of the SDP.  Our local music hub is Doncaster Music Hub.  The Department for Education publishes a guide for parents and young people on how they can get involved in music in and out of school, and where they can go to for support beyond the school. |