

# Music development plan summary 2025-2026: Springhill Catholic Primary School

Springhill Catholic Primary School delivers high-quality curriculum music, extra-curricular music and musical experiences. This is achieved by:

- Timetabled curriculum music lesson each week of the school year for Key Stage 1 and 2 with a music specialist.
- Access to lessons across a range of instruments, provided by four specialist music teachers, currently keyboard, piano, violin, viola, cello, trumpet, euphonium, trombone, guitar, flute, clarinet and from September 2025 Drums.
- Whole Class teaching of Ukulele (Year 3), Recorder (Year 4) and Keyboards (Year 6).
- Two large school choirs – one for Key Stage 1 and another for Key Stage 2
- School String group, Ukulele group, recorder group and two Rock Bands with regular performances
- Excellent facilities including a large Music Studio and separate small group teaching space
- Every year group performs a Nativity at Christmas to other year groups and parents
- Each year group in Key Stage 2 performs a Passion Play at Easter to other groups and parents
- Year 3,4 and 5 perform to other year groups as part of the music curriculum
- Year 6 perform a musical play at the end of the school year
- All children sing in regular Mass and Liturgies including services at the local church
- Choirs perform at two local retirement homes at least once a year
- Opportunities to enjoy at least one live performance a year – this year a Brass Band from St Georges Catholic College.
- Collaborations with Southampton Music Hub, Mayflower Theatre, Solent University, King Edwards School and St Georges.

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Mr James Wyatt
Name of school leadership team member with responsibility for music (if different)	All SLT

Name of local music hub	Southampton Music Hub
Name of other music education organisation(s) (if partnership in place)	Mayflower Theatre St Georges Catholic College King Edwards School Solent University

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 class music time.

At Springhill each class receives a music curriculum lesson every week from a music specialist. Music enables us to be creative. It can show perseverance, the ability to work in a group and develop self-confidence and sensitivity towards others. At Springhill, Music is taught according to the Model Music Curriculum. We teach it this way because it enables children to have a wide variety of musical experiences and reach a high level of musicianship. It matches the national curriculum by the areas taught i.e singing, listening and musicianship and the key musical elements (Pitch, Duration, Dynamics, Tempo, Texture, Timbre and Structure). We go beyond the curriculum by introducing notation in Year 2 and offering extra-curricular music clubs and activities everyday, before school, at lunchtime and after school. The music lessons include singing, listening and musicianship using a wide variety of instruments. A clear progression of skills and over learning ensures children progress to a high level in the subject. During the lessons the class can receive House Points and the class that gains the most points receives the music class of the week trophy (which is presented in the weekly good news assemblies). The music teacher also uses the normal school reward/sanctions system to enable consistency across the school.

### ***Summary of skills and activities taught across the Year groups***

Foundation

#### ***Singing***

- Rhymes/chants
- Remember and sing short songs
- Action songs
- Melodic shape of familiar songs

## ***Listening***

- Classical
- Responding to music: express thoughts and feelings
- Move to music.
- Listening-Pop, Listen and clap in time.
- Listen for fast and slow elements in music

## ***Musicianship***

- Respond to pulse
- Look at, name and explore percussion instruments.
- Accompany chants & rhymes using a beat
- Fast and slow
- Start and stop
- Use and remember sequences and patterns related to music and rhythm.
- High and low sounds and actions to accompany sounds.
- Exploration of natural materials and design (of percussion instruments) and impact on sound produced.
- Develop small motor skills to use a range of instruments safely and confidently.
- Loud & quiet
- Use simple graphic scores to show fast/slow, loud/quiet and number of times to play

## Year 1

### Singing

- Chants and rhymes with repetition
- Christmas songs
- Songs exploring long and short sounds.
- Echo singing
- Songs with a range of pitch and actions.
- Action songs
- Range of call and response songs to control vocal pitch and match the pitch they hear with accuracy.
- Learning songs from memory.
- Verse chorus structure
- Songs from other countries
- Singing to perform.

## Listening

- Classical
- Orchestral music
- Identify long and short sounds in music.
- Music from other cultures.
- Listen to a march – orchestral piece with a strong pulse.

## Musicianship

- Pulse/Beat
- Walk, move or clap a steady beat
- Change beat to tempo
- Body Percussion
- Respond to a pulse
- Rhythm – copycat rhythms
- Repeating rhythm patterns
- Perform word patterns
- Pitch – high/low
- Sing familiar songs in high & low voices
- Long and short sounds-duration
- Explore the sounds percussion instruments can make: long and short sounds
- Follow graphic scores to play long and short sounds.
- Composing - Create sequences of long and short sounds.  
Pitch - follow pictures to guide singing and playing Ascending notes
- Recognise how graphic notation can represent sounds in different ways.
- Create own sound effects and short sequences.
- Hold and use percussion instruments correctly
- Composing - Create musical sound effects and short sequences to accompany a story. Explore percussion sounds to enhance story telling
- Create and perform own rhythmic patterns
- Dynamics: loud/quiet

## Year 2

### Singing

- Songs to teach pitch
- Know meaning of dynamics and tempo.
- Christmas songs:
- Sing songs with increasing vocal control.
- Respond to leader's directions.

- Tempo – fast/slow
- Sea Shanties
- Respond to pitch changes in short melodic phrases.
- Singing games and songs to show pitch intervals.
- Sing songs with a greater range of pitch and with increasing vocal control.
- Wide range of songs performed from memory.

### Listening

- Classical
- Listen to a story told through music and action.
- Identify sounds used to represent characters
- Discuss atmosphere and character created by specific instruments

### Musicianship

- Pulse/Beat
- Speed of beat can change (tempo)
- Mark the beat by tapping/clapping walking
- Group beats in twos and fours-
- Identify beat groupings in music-conduct in 2 and 4.
- Rhythm - Copycat rhythms with body percussion and untuned instruments.
- create rhythms using word phrases
- Notation - Read rhythm patterns and clap or chant them using stick notation-crotchets, quavers and crotchet rest Recognise dot notation and match it to 3-note tunes using tuned percussion-glockenspiels.
- Visual symbols-crescendo, decrescendo and pause
- Pitch - respond to pitch through actions -hand movements moving up and down.
- Recognise that notes sit on a stave and relate where they are on the stave to the pitch they will make. Crotchets, quavers and rests.
- Composing - create simple question and answer phrases to be sung and played on untuned percussion instruments, creating musical conversations. Long and short sounds

### Year 3

(Whole class teaching of Ukulele)

### Singing

- Songs with a variety of structures.
- Sing a wide range of unison songs, range of pitch, sing tunefully and with expression (musicality in singing)
- Traditional songs
- Unison and simple 2-part, Common Time 4/4

- Learn parts of Mass such as the Gloria and offertory.
- Perform range of songs for school assemblies, Nativity and Masses.

### Listening

- Classical (Beginning, middle and end)
- Music from China -Listen to examples pentatonic scale

### Musicianship

- Walk, move or clap a steady beat
- Change beat as tempo changes.
- Beat and rhythm
- Reading Notation - crotchets, quavers and rests
- Apply word chants to rhythms.
- Reading Notation
- Understand how to link each syllable to one musical note.
- Composing - Structure musical ideas to create music that has a beginning, middle and end. Respond to different stimuli
- Begin to recognise high and low notes on the staff
- Use dot notation on a staff to show higher or lower pitch.
- Note values: crotchets, quavers and rests.
- Performing - develop facility in playing tuned percussion (glockenspiel). Play and perform simple melodies following staff notation and the notes C-E). Play a repeating pattern.
- Use a range of pitch and varied styles of music and musical structures-verse/chorus/repeated phrases/2 parts.
- improvise using tuned/untuned percussion, voice or other instruments, inventing short 'on the spot' responses. Use the pentatonic scale.
- Learn simple one, two and three finger chords on the Ukulele

### Year 4

(Whole class teaching of recorder)

### Singing

- Sing in rounds and partner songs in different time signatures, such as 3/4
- Sing with a broad range of pitch, in unison.
- Perform a range of songs in school as assemblies, Nativity and Masses.
- Familiar songs from memory-hymns
- Follow dynamic and phrasing directions given by leader

- Hymns-perform as a choir in special events (1st Holy Communion)

### Listening

- Recorder Music-Baroque/20th century
- Identify music in  $\frac{3}{4}$  time.
- Listen to a Waltz

### Musicianship

- Reading Notation
- Develop basic skills of a selected musical instrument - recorder
- Read and perform pitch notation from a stave.
- Time signatures  $\frac{3}{4}$
- Follow directions for crescendo and decrescendo
- Begin to read notes on the stave
- Stave: lines, spaces and clef.
- Reading Notation - play uniform melodies following staff notation notes B, A, G
- Understand the differences between minims, crotchets, paired quavers and rests.
- Read and perform pitch notation within a defined range-notes B-G on recorder.
- Follow and perform simple rhythmic scores to a steady beat.
- Play uniform melodies following staff notation introduce notes E, high C and high D.
- Play in on own, group or whole-class.
- Compose - combine known rhythmic notation with letter names to create short phrases on instrument.
- Create sequences with notation cards; arrange into bars.
- Performing - perform in 2 or more parts from simple notation using the instruments.
- Identify static (constant sound) and moving parts (melody) in a piece of music.
- Explore a developing knowledge of musical components by composing music to create a specific mood.
- Introduce simple major chords
- Begin to make compositional decisions about the overall structure of improvisations/compositions

### Year 5

(Samba Workshops)

### Singing

- 3-part rounds, partner songs and songs with verse and chorus and middle 8 structure.
- Sing a range of songs from an extended repertoire, including pop with a sense of ensemble and performance.
- Include phrasing, breathe control, accurate pitch and appropriate style.
- Sing part songs from memory. Solo and group singing with harmony
- Following score to show pitch of notes and musical direction.

### Listening

- Jazz/Blues
- 20th Century
- (Ravel Bolero – rhythmic ostinato)
- Listen to music from film – particularly pieces that show an ostinato (Pirates of the Caribbean).
- Listen to examples of music from Brazil- Samba

### Musicianship

- Performance
- Develop skill of playing by ear on tuned instruments.
- Instrumental Performance
- How triads are formed and play on tuned percussion.
- Perform/compose simple chordal accompaniments.
- Improvise – Jazz and Blues
- Improvise over a drone, developing sense of shape and character, using tuned instruments
- Reading Notation - play melodies on tuned percussion following staff notation written on the stave
- Differences between semibreves, minims, crotchets, quavers, paired quavers, crotchets rests.
- Read and perform pitch notation within an octave
- Perform a range of repertoire pieces and arrangements combining acoustic instruments.
- Play more complex ostinato patterns up to 8 notes.
- Improvisation - experiment using a wider range of musical elements.
- Introduce minor chords – to show mood in music
- Begin to make compositional decisions about the overall structure of improvisations/compositions
- Composing - Film Scores - use chords to evoke a certain atmosphere or mood. Create music to set a scene. Use film score techniques.

- Compose melodies which are enhanced by rhythmic or chordal accompaniment. (keyboards)
- Capture and record creative ideas using graphic symbols, staff notation
- Compose - explore ternary form and in pairs, compose a short piece in ternary form.
- Play complex Samba rhythms in four separate parts. Play as part of a Samba band. Use a wide variety of Samba instruments.

## Year 6

### Singing

- Round singing 3 and 4 -part rounds.
- Perform a range of songs as a choir in school assemblies, school performances.
- Rhythm and phrasing
- Identify and use more complex structures in songs.
- Create appropriate style though singing-syncopated rhythms and full pitch range low A to top D.

### Listening

- Music Traditions-Gamelan
- Music from Indonesia
- Rock and Pop

### Musicianship

- Improvise - Cyclic patterns-create music that includes repetition and contrast (Gamalan Music)
- Compose - enhance melodies with rhythmic contrasts.
- Composition -plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C, D, E, G, A) and incorporate rhythm variety.
- Instrumental Performance - Writing and performing own songs using a range of musical devices including; melodies, rhythms, chords, lyrics, tempo, pitch.is melody.
- Create music with multiple sections that include repetition and contrast.
- Compose - melodies made from pairs of phrases which can be enhanced by rhythmic or chordal accompaniment (Song writing)
- Whole class teaching of keyboard – focus on chords

## Part B: Music tuition, choirs and ensembles

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.

Springhill has four instrumental music teachers who are specialists in different fields and the school boasts an impressive range of before and after school music clubs. The school has a large stock of musical instruments and is able to loan these to students who wish to learn. Children are guaranteed at least 30 lessons across the year. Each child is issued with a practice diary which states which pieces or exercises need to be learnt for the following week. The school has a brass specialist who teaches the full range of brass instruments and has students from Year 2 to Year 6. Those who transfer to St Georges can continue learning with the same teacher through their secondary education. A String specialist teaches Violin, Viola and Cello to children from Year 2 to Year 6. Springhill also has a large String Group that meets before school on a Tuesday. A guitar specialist teaches guitar across the school and also runs a Ukulele club after school on a Wednesday. The school has now employed a woodwind specialist who teaches flute and clarinet. This is an area we aim to develop across this academic year. The school will commence Drum lessons from September 2025. Pupil Premium children are provided with access to small group music sessions with the music specialist or are provided with a chance to learn an instrument of their choice. The instrumental lessons have a rewards system in place to promote learning of pieces, completion of homework and excellent organisation etc. Ten stickers collected results in a bronze award, another ten silver and thirty stickers a gold award. When ready, children are entered into music exams from a variety of exam boards, such as Trinity and ABRSM etc. The school has an impressive standard in singing and has two choirs, one for Key Stage 1 and one for Key Stage 2 which currently has seventy children attending. The choir splits into Sopranos and Altos and the children learn part songs to stretch learning. Both run after school for an hour. A professional pianist accompanies the children in both choirs. Many visitors to the school comment on the high standard of the singing, such as the local Priests in Mass and Liturgies. The school has also learnt some Latin adoration songs which were sung when the Bishop visited the school and the Year 2 Children prepared songs for a Marian Procession. An after-school recorder club runs on a Thursday after school for those who wish to stretch their talents including playing alto recorders - this club is available for Year 5 and 6 children. On a Friday after school we have 2 school rock bands who meet and work towards performances twice a year (as do all other music clubs). This year the choirs and Rock Band performed at the school Summer Festival as well as the usual performance to parents in the last week of term.

## 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.

Springhill achieved a Music Mark Award this year for all the provision we have in place. This was recognised by the Music Hub. Children have many opportunities to sing in Masses and Liturgies and perform to an audience. Each Year group in Key Stage 2 performed a short Passion Play telling the Easter story – this was shown to all classes and for the parents at the end of the day. All clubs have at least two performance opportunities in an academic year. This includes two choir performances for both choirs, two String group concerts, Ukulele group Christmas performance and playing at the school gate and two Rock Band shows including playing at the Springhill Summer Festival. Every year group (Foundation to Year 6) performs a Nativity to parents at Christmas and the Year 6 perform a play in the Summer. We also ensure at least one live musical experience is provided for the children – this year we had St Georges Brass band come into the school to perform to the children. This was enjoyed by the children and they were impressed that all the players were ex Springhill pupils! The school also in collaboration with King Edwards school were able to take part in a choral workshop with the "Sixteen" professional choir. The choirs also took part in some workshops in collaboration with the Music Hub. A large-scale outdoor music event was held in Southampton at West Quay Walls to commemorate the 250th anniversary of the birth of Jane Austen and her connection with the city. Southampton school children were asked to contribute to this, by learning songs about the city and to celebrate our diverse community. Four city centre schools were selected to take part in this project, one of which was **Springhill**. The children in our Key Stage 2 Choir and the Year 2 children in our Key Stage 1 choir learnt a small selection of songs. The songs were then filmed by Solent University and shown on the large screen at a concert at West Quay Walls on Saturday 19th and Sunday 20th July 2025. This was a partnership event with Southampton Music Hub and Solent University. The organisers were very impressed with the high standard of singing from Springhill.

## In the future

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

The school has now employed a Woodwind Specialist teacher (Currently teaching Flute and Clarinet) and this is an area we are aiming to develop over the year. We are hoping to start a woodwind band once the children are ready. We are also aiming to increase the number of children learning a brass instrument. Increasing our music provision is a music and school target so next year we shall also be offering Drum lessons which will be provided by our current guitar teacher, starting in September 2025. We are constantly reviewing our music curriculum and follow the model music curriculum. We have adjusted the Year 3 curriculum to include whole class Ukulele teaching and this Year trialled whole class teaching of Keyboard in Year 6. We will be continuing adapt and improve a planning. We are also aiming to increase the performance opportunities for our choirs and ensembles. We are hoping to give a chance for the Key Stage 2 choir to sing in some local churches as Year 6 do at Christmas to increase our Catholic Life of the school (a school improvement target). We shall also be continuing to add a wider variety of hymns and songs for our school Masses. We have already changed our Gloria to match our local churches. We have strong links with the Secondary schools that the children feed into after Year 6 and next academic year we are planning to have further visiting music group from St Georges following our successful visit this year. We will be continuing to vary the opportunities for our Pupil Premium Children next academic year. We also aim to go above and beyond in Music to reach an Outstanding level in all areas of the subject. This development plan will be reviewed in July 2026.