

Music development plan summary: Bader Special Academy

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	14.10.24
Date this summary will be reviewed	01.10.25
Name of the school music lead	Richard Rollitt
Name of school leadership team member with responsibility for music (if different)	Simon Fisher
Name of local music hub	DARTs
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.

	How do we leave a legacy?	What's around the corner?	Can I switch it on?	What is our world?	What's in my future?	Are we nearly there yet?
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Performing Singing Nursery rhymes Playing untuned percussion ¹²	Analysing, improvising Listen to songs from around the world and creating art, dance or music to reflect feelings	Performing – call and response songs using voice and chime bars ¹	Performing Singing known songs from around the world Playing untuned percussion ¹	Analysing, improvising Listen to futuristic music and creating art, dance or music to reflect feelings	Performing – Make up a story 'Are we nearly there yet' create backing music and dance/moves to a story Tuned and/or untuned perc. ¹
Y1	Performing Singing Nursery rhymes Playing untuned percussion ¹²	Analysing, improvising Listen to instruments and creating art, dance or music to reflect feelings ²³	Performing – call and response songs using voice and keyboards ¹²	Performing Singing songs from around the world Playing untuned percussion ¹²	Analysing, improvising Listen to futuristic music and creating art, dance or music to reflect feelings ²³	Performing – Make up a story 'Are we nearly there yet' create backing music and dance/moves to a story Tuned and/or untuned perc. ¹
Y2	Performing – create backing music to nursery rhymes and dance/moves to a story Tuned and/or untuned perc. ¹²	Analysing, improvising Listen to instruments and creating art, dance or music to reflect feelings ²³	Composition Using tech to compose simple tunes– use graphic score to notate ³	Performing – Singing songs from around the world Playing untuned percussion ¹²	Analysing, improvising Listen to futuristic music and creating art, dance or music to reflect feelings ²³	Composition Make up a story 'Are we nearly there yet' create backing music and dance/moves to a story Tuned and/or untuned perc. ¹ notate with graphic score
5 - Listen with attention to detail and recall sounds with increasing aural memory will be covered at the start of each lesson						
Y3	Music theory and instrument lesson Learn staff and music notation and playing basics on chime bars research Evelyn Glennie ¹³⁶	Analysis and Performing World music – Asian ¹³⁷	Analysis and composition Listen to AMBIENT and create their own version using tech or instruments ²⁴⁷⁸	Music theory, Improvisation and performance Learn to play short pieces by reading music. Learn about and focus on the Pentatonic scale ¹³⁶	Analysis and composition Futuristic electronic Study Seapunk, create own song in the style and show notation using graphic score ²⁴⁷	Analysis and Performing Analyse the term loops and identify loops in other pieces learn to play it using voices and instruments ¹³⁷

Y4	Music theory and instrument lesson Learn staff and music notation and playing basics on chime bars research Evelyn Glennie 136	Analysis and Performing World music – African 137	Analysis and composition Listen to HARDCORE and create their own version using tech or instruments 2478	Music theory Improvisation and performance Learn to play short pieces by reading music Learn about and focus on the Major and minor scale 136	Analysis and composition Futuristic electronic Study Dreampop, create own song in the style and show notation using graphic score 247	Analysis and Performing Analyse the term hooks and riffs and identify them in other pieces learn to play it using voices and instruments 137
Y5	Music theory and instrument lesson Learn staff and music notation and playing basics on keyboards research pianist and composer 136	Analysis and Performing World music – Latin American 137	Analysis and composition Listen to CHILL OUT and create their own version using tech or instruments 2478	Music theory Improvisation and performance Learn to play short pieces by reading music Learn about and focus on the Major, minor and Pentatonic scale 136	Analysis and composition Futuristic electronic Study Wonky, create own song in the style and show notation using graphic score 247	Analysis and Performing Analyse the term loops and identify loops in other pieces learn to play it using voices and instruments 137
Y6	Music theory and instrument lesson Learn staff and music notation and playing basics on keyboards research pianist and composer 136	Analysis and Performing World music – North American Jazz 137	Analysis and composition Listen to HIP HOP and create their own version using tech or instruments 2478	Music theory Improvisation and performance Learn to play short pieces by reading music Learn about and focus on the Blues scale 136	Analysis and composition Futuristic electronic Study Vaporwave, create own song in the style and show notation using graphic score 247	Analysis and Performing Analyse the term hooks and riffs and identify them in other pieces learn to play it using voices and instruments 137
KS3	Music theory and instrument lesson Learn staff and music notation and playing basics on keyboards research pianist and composer 136	Analysis and Performing World music 137	Analysis and composition Video game music 2478	Music theory Improvisation and performance Learn to play short pieces by reading music Learn about and focus on the Major, minor, Pentatonic and Blues scale 136	Analysis and composition Futuristic electronic Study Numetal, create own song in the style and show notation using graphic score 247	Analysis and Performing Analyse the terms drones and ostinato and identify them in other pieces learn to play it using voices and instruments 137

Expressive Arts - Music from Birth to Key Stage 3

Birth - 3	Aged 3 and 4	Reception	KS1	KS2	KS3
Show attention to sounds and music. 1	Listen with increased attention to sounds. 1	Listen attentively, move to and talk about music, expressing their feelings and responses. 1	Use their voices expressively and creatively by singing songs and speaking chants and rhymes 1	Pupils should be taught to sing and play musically with increasing confidence and control. 1	Pupils should build on their previous knowledge and skills through performing, composing and listening. 1
Respond emotionally and physically to music when it changes. 2	Respond to what they have heard, expressing their thoughts and feelings. 2	Watch and talk about dance and performance art, expressing their feelings and responses. 2	Play tuned and untuned instruments musically 2	They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 2	They should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. 2
Move and dance to music. 3	Remember and sing entire songs. 3	Sing in a group or on their own, increasingly matching the pitch and following the melody. 3	Listen with concentration and understanding to a range of high-quality live and recorded music 3	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 3	They should listen with increasing discrimination and awareness to inform their practice as musicians. 3
Anticipate phrases and actions in rhymes and songs, like 'Peepo'. 4	Sing the pitch of a tone sung by another person ('pitch match'). 4	Explore and engage in music making and dance, performing solo or in groups. 4	Experiment with, create, select and combine sounds using the interrelated dimensions of music 4	Improvise and compose music for a range of purposes using the interrelated dimensions of music 4	They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles. 4
Explore their voices and enjoy making sounds. 5	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 5			Listen with attention to detail and recall sounds with increasing aural memory 5	Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression 5
Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 6	Create their own songs or improvise a song around one they know. 6			Use and understand staff and other musical notations 6	Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions 6
	Play instruments with increasing control to express their feelings and ideas. 7			Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 7	Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions 7
				Develop an understanding of the history of music 8	Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices 8
					Listen with increasing discrimination to a wide range of music from great composers and musicians 9
					Develop a deepening understanding of the music that they perform and to which they listen, and its history 10