

Music Development Plan

2026–2027

Everyone. Experiences. Excellence.

Academic year	2026–2027
Date published	12 October 2026
Review date	July 2027
School music lead	Bethany Hamm
Leadership team member with responsibility for music	Samantha Dower
Local music hub	Sefton Music Service
Other music education organisation	Create Music

Our commitment: every child can listen, sing, play, compose, perform and develop as a musician.

This plan summarises how Hudson Primary School provides music education through curriculum music, co-curricular opportunities and musical experiences. It sets out the provision pupils can access and the improvements we intend to develop during 2026–27.

Our approach

At Hudson, we aim to make music an enjoyable, inclusive and ambitious learning experience. We want pupils to build confidence, curiosity and musical understanding through regular practice, a broad range of musical styles and traditions, and opportunities to create and share music with others.

Music provision is planned with Hudson's substantial SEND profile in mind. Adaptations, scaffolds, accessible resources and alternative ways to participate should enable pupils to make meaningful progress while maintaining high expectations.

Part A: Curriculum music

Curriculum intent and organisation

Music begins in the Early Years through singing, rhymes, movement, listening, exploration and imaginative play. From Reception to Year 6, Hudson uses **Get Set 4 Music** to support a sequenced curriculum with progression in musical skills, knowledge and vocabulary. The curriculum is informed by the National Curriculum for Music and the Model Music Curriculum (2021).

Pupils develop musicianship through five connected strands:

- Singing and using the voice expressively
- Listening to and discussing music from a range of genres, cultures and traditions
- Playing instruments, individually and as part of an ensemble
- Improvising and composing musical ideas
- Performing, evaluating and developing musical vocabulary

Teaching time and resources

Music is taught weekly, with approximately 60 minutes of curriculum music. Singing and ensemble playing are built into teaching sequences. Resources include class sets of glockenspiels and recorders, tuned percussion and instruments used for whole-class tuition.

Whole-class instrumental progression

Whole-class instrumental tuition gives pupils the chance to learn an instrument with specialist support and to build confidence through regular practice. Hudson's current progression is:

Year groups	Instrumental focus	Intended development
Years 1–3	Ukulele – whole-class tuition	Develop pulse, rhythm, basic technique, ensemble skills and confidence in making music together.
Years 4–6	Guitar – whole-class tuition	Extend instrumental technique, coordination, listening, ensemble playing and performance skills.

Inclusive teaching and adaptation

Teachers adapt tasks and resources to match pupils' needs without narrowing the musical ambition. Approaches include open-ended tasks, graduated challenge, explicit instructions, modelling, scaffolding, visual supports, carefully chosen groupings, adapted instruments or resources, and adult support where appropriate. Pupils with SEND should be supported to express themselves and take an active part in lessons.

Assessment and impact

Assessment for learning is ongoing through teacher observation, discussion, pupil reflection, self- and peer-assessment and review of performances or compositions. The first and final lesson of each unit are filmed, as described in the existing school approach, to help teachers consider progress. Teachers use assessment to identify next steps, adapt teaching and recognise pupils who may benefit from further musical opportunities. Foundation subject trackers and end-of-year reporting record progress.

Part B: Co-curricular music

Hudson aims to make music beyond the classroom visible, welcoming and accessible. These opportunities help pupils practise, discover interests, develop confidence and progress beyond the core curriculum.

Current opportunities

- **Choir and group singing:** Key Stage 2 pupils have opportunities to sing together and prepare for performances.
- **Instrumental tuition:** Create Music supports opportunities including brass and ukulele tuition, delivered through individual or small-group peripatetic lessons where available.
- **Drumming and workshops:** Create Music has supported workshops and whole-class tuition, including performance experiences.
- **School performances:** Pupils can share music in assemblies, school events and performances for families.
- **Community performances:** Opportunities have included Carols in the Community and performances at a local care home.

Access and participation

We will keep participation under review so that pupils are not prevented from taking part because of cost, disability, confidence, communication needs or other barriers. Information about paid-for tuition and clubs should be clear to families, and available support or alternative routes should be explored where needed. The school will monitor participation by disadvantaged pupils, including pupils eligible for Pupil Premium, and pupils with SEND.

Partnerships

Hudson works with Sefton Music Service and Create Music to support instrumental tuition, workshops, performances and access to wider musical experiences. We will continue to explore opportunities to connect pupils with local musicians, venues and other schools, including potential links with feeder secondary schools.

Part C: Musical experiences

Alongside curriculum and co-curricular provision, pupils encounter music through shared school life, performance and live experiences.

- Weekly assemblies and singing assemblies, classroom routines and special celebrations.
- Christmas plays and nativities, class and key-stage productions, and KS2 summer performances.
- Arts-focused events and showcases, including Wally Cain and the SLT showcase where scheduled.
- Live music and performances supported by Sefton Music Service and Create Music, subject to availability.
- Opportunities for pupils to perform for families and the wider community, with families encouraged to support music-making and home learning.

We aim to value a wide range of musical styles, genres and traditions. Experiences should help pupils listen with curiosity, recognise music's place in different communities and cultures, and build pride in their own achievements and those of others.

Part D: Development priorities for 2026–27

The following priorities build on the previous plan's intentions. They are framed as actions for the current academic year; specific dates, participation figures and resource commitments should be confirmed by the school as implementation progresses.

Priority	Actions for 2026–27	Evidence of progress
1. Equity and access	Review who accesses instrumental lessons, clubs and performance opportunities. Check affordability and identify barriers for Pupil Premium pupils and pupils with SEND. Make routes into provision clear to families.	Participation register; barriers and actions recorded; evidence that opportunities are communicated and access is reviewed.
2. Staff confidence and CPD	Use the Get Set 4 Music unit videos and available training to strengthen staff confidence in singing, subject vocabulary, musical modelling and high-quality delivery. Use specialist tuition as an opportunity for teachers to develop their own musical knowledge.	CPD and coaching notes; staff feedback; curriculum monitoring and pupil work/performance evidence.
3. Performance and celebration	Plan a broad range of opportunities for pupils to share their learning, including class or year-group showcases, choir performances and existing seasonal productions. Consider a spring music showcase and further family-facing performances where feasible.	Annual performance calendar; participation across year groups; feedback from pupils and families.
4. Instrumental progression and ensemble	Embed the Years 1–3 ukulele and Years 4–6 guitar progression. Review opportunities for pupils to continue learning instruments and explore whether uptake and staffing make a school ensemble or orchestra viable.	Curriculum map; pupil voice; instrumental participation and continuation data; feasibility review for ensemble provision.
5. Partnerships and wider experiences	Maintain links with Sefton Music Service and Create Music. Explore suitable live performance, workshop and transition opportunities with local organisations and feeder secondary schools.	Record of partnerships, visits/workshops and performances; pupil feedback; next steps identified.
6. Evaluation and next steps	Use curriculum monitoring, assessment, pupil voice and participation information to evaluate the quality and reach of music provision. Identify strengths, gaps and priorities for 2027–28.	End-of-year review; updated action plan; recommendations shared with school leadership.

Review and accountability

The music lead and the leadership team member responsible for music will review progress during the year, drawing on curriculum monitoring, pupil voice, participation and performance evidence. The plan will be reviewed in July 2027 and updated to reflect the impact of actions and the next steps for music development.

Hudson promise

Every child should have the chance to experience music, find their voice, build skills and share in the joy of making music together.