



Music Development Plan Summary - Goldsmith Primary Academy:

Overview:

Detail	Information
Academic year that this summary covers	1st September 2024 - 31st August 2025
Date this summary was published	August 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Miss A Gindhay - Creative Curriculum Lead Miss N Bailey - Music Lead
Name of school leadership team member with responsibility for music (if different)	Mrs S Sidhu - Assistant Headteacher and Music Lead
Name of local music hub	WalsallMusEd (Walsall Music Service)
Name of other music education organisation(s) (if partnership in place)	Rock Steady Music Mr J Kindon - Peripatetic Djembe Teacher

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.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this [here](#).

For secondary schools: Set out what music qualifications and awards pupils can study and achieve at the school in the academic year, including graded music exams (all key stages) and GCSE, A level or vocational and technical qualifications (at key stage 4 and 16 to 18). If your school already publishes this information, include a link in this summary.

At Goldsmith Primary Academy, music is taught across all year groups for up to one hour per week, aligning with both the Model Music Curriculum (March 2021) and the National Curriculum. Our music curriculum is fully inclusive, ensuring all learners, including those with SEND, can actively engage in and access the lessons. Every child has the opportunity to sing, play instruments, compose, and perform throughout the academic year.

In Early Years, music is an essential part of early development, with musical growth being a priority. Lessons are carefully planned across the four key musical areas: *Hearing & Listening*, *Vocalising & Singing*, *Moving & Dancing*, and *Exploring & Playing*. Music is embedded in daily activities, including outdoor play, where our dedicated music stage provides additional opportunities for creative sound exploration. Singing is a regular



feature of the Early Years' routine, nurturing the children's confidence and musical expression.

In KS1 and KS2, music is taught by all class teachers. In Year 3, 4 and 5 an external music specialist from Walsall Music Education Hub & Service delivers instrumental lessons through whole-class ensemble teaching. In Year 3, children learn to play the Djembe, helping them develop foundational instrumental skills. By Year 4, students are introduced to more advanced instrumental learning, along with lessons in reading and writing staff notation, giving them a solid grounding in musical theory and practice. In Year 6, pupils are given the opportunity to continue their study of Djembe and percussion, in small elective groups.

Throughout each key stage, students have ample opportunities to perform and share their musical achievements, with at least one performance or sharing session per term. This ensures that performance and creativity are central components of the music curriculum at Goldsmith Primary Academy, empowering all students to develop their musical talents and confidently express themselves.



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.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

-what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

-how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

-information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

Alternative titles for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

At Goldsmith Primary Academy, music education is a vibrant and integral part of the curriculum, offering students a wide range of performance opportunities and extracurricular activities. These include but are not limited to:

- The Winter Festival (Pre-School Recorded, Reception - Year 6)
- The Christmas Service (KS1 and 2)
- The Remembrance Service (Year 5)
- Easter Bonnet Parade and Service (Year 3 and Year 4)
- Carols on the playground (Whole-School)
- End of Year Musical (Year 6)
- Harvest Festival (Year 1 and 2)
- Djembe Performances (Year 3, 4 and 5)
- Goldsmith's Got Talent (Spring Term, Reception - Year 6)



- Elective Djembe Solos and Ensembles (Year 6)
- Theatre trip to London (Year 6)
- Young Voices Participation (Year 4, 5 and 6)
- RockSteady Band Performances (KS2)

Pupils are immersed in musical experiences that enhance their confidence and sense of achievement. These events allow students to showcase their talents and deepen their understanding of music's cultural and emotional impact.

Beyond performances, pupils acquire key musical skills through active listening, performing, and composing. They develop an understanding of musical concepts that enable them to express ideas and emotions through sound. Whether playing instruments, singing in choir, or participating in extracurricular clubs, pupils are encouraged to engage with music on a deeper level. Clubs such as choir, RockSteady or our fully subsidised instrumental Djembe Ensemble in Year 6, provide further opportunities for pupils to refine their skills. For example, students have the opportunity to borrow instruments, through the Walsall Music Education Hub & Service.

Goldsmith is also home to an Art and Music Studio studio, which is equipped with a variety of instruments and serves as a hub for music lessons and clubs. Each class has timetabled slots in this room for the purpose of teaching in an immersive environment. In Years 1 - 6, pupils also have access to 1:1 iPads, which allow them to explore digital music platforms like GarageBand, blending traditional and modern approaches to music education. These resources ensure that music is not only accessible to all learners, including those with SEND, but also inspires creativity and fosters a lifelong appreciation for the arts. The combination of performance, composition, and digital exploration offers a well-rounded and inclusive musical education at Goldsmith Primary Academy.



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.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

-charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be 'Musical events' or 'Musical performances'.

At Goldsmith Primary Academy, children are given numerous opportunities to engage with and participate in live music throughout their time at the school. These experiences include:

- Performances by "RockSteady" Bands, Young Voices and the Choir in assemblies and at whole school events
- Young Voices and Choir showcasing their talents annually at the National Exhibition Centre, Birmingham (The BP Pulse Arena, formerly the Resorts World Arena)
- Participation in conjunction with other local schools at "RockSteady" performances
- Annually, a Christmas pantomime visits school
- Annual visits to theatres to watch live performances

Children who take Djembe lessons during school hours also have the chance to earn accredited musical qualifications through Children's University. In addition, the academy works closely with the wider community to put on performances each term, including participation in Windsor Academy Trust events. For example, students contribute to virtual singing events across the Trust that are shared widely. Pupils also perform in the local church to worshippers and in two local care homes.

Goldsmith Primary Academy is proud to provide further opportunities through the Trust's arts initiatives. Pupils have performed at various prestigious venues, including the Walsall Forest Arts Centre and Birmingham's ICC. As part of the "11 before 11" initiative, Year 6



students visit London to experience a West End show. Previous groups have enjoyed *Wicked*, *Aladdin* and *The Lion King*.

Music at Goldsmith is a regular feature in the school's culture. Each year group has opportunities to perform regularly, whether to their partner class or in assemblies. Students also enjoy weekly whole-school singing assemblies, where they explore a wide range of musical genres and time periods, from popular songs to musical theatre hits. These experiences help foster a deep appreciation of music, while also building confidence and encouraging a love of performance.

In the future:

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

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

-any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

At Goldsmith Primary Academy, we are committed to continuously enhancing the music curriculum to ensure quality first teaching and enriching musical experiences for all students. Looking ahead, we plan to:

- Increase co-curricular music opportunities, offering more musical experiences outside of regular lessons
- Introduce the teaching of new instruments, expanding students' exposure to diverse musical tools
- Grow our popular Young Voices and Choir groups to involve more pupils including KS1.

We are also focused on providing more opportunities for students to attend live performances, both within and beyond the school, to deepen their appreciation for music. By continuing our strong partnership with Walsall Music Education Hub & Service, we aim to participate in more projects that immerse children in musical performance opportunities.

In addition, as part of our first access to instrumental lessons, we plan to introduce string instruction, following the delivery of a Violin taster session delivered to KS2. Our extra-curricular offering will also be expanded to include a variety of musical clubs across different year groups, including a digital music club, ensuring that children of all ages have the chance to explore and enjoy music in different forms.



Further information:

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

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.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.

What is our aim?

At Goldsmith, we are musicians. We are passionate about offering every child at Goldsmith Primary Academy the opportunities they deserve to access a full, quality music curriculum. Music is open to every single child and allows pupils to be active and expressive in order to develop their skills and knowledge. Music is also used to bring the school community together and to develop a sense of connection and belonging.

What is the impact?

The desired impact is that children will develop their musical skills and knowledge, be able to use their voices with control and increasing accuracy and build their confidence in performance situations.

How is impact measured?

Formative assessment takes place throughout music lessons through observations, questioning and pupil self-evaluation to ensure that all learners are making progress. Impact is also measured through observing pupils in performance situations and in their composition work against the success criteria for the unit of work. Pupil engagement in extra curricular clubs is also tracked.

How do we know children have made progress?

Performances are observed in class or filmed and this is assessed against the success criteria for the unit. We allow pupils to watch the recording back to see how they are progressing between terms. When learning an instrument, pupils know they have progressed as the pieces they play become more challenging.



How do we challenge and support lack of progress?

Every pupil is able to access the music curriculum and most differentiation is by outcome. We provide an extra layer of challenge during lessons or performances and all pupils have the opportunity to aim as high as possible. If confidence is low, pupils are encouraged and this is dealt with sensitively.

How are we inclusive?

Our curriculum covers a broad range of music styles and genres from many different cultures. Pupils with additional learning needs are included with advice from our excellent SEND inclusion team. Any pupils who cannot participate in music due to religious reasons are given alternative musical activities. Wherever possible this is avoided by using secular repertoire.

