

Music development plan summary: Great Hockham Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	Sept 2025
Date this summary will be reviewed	Sept 2026
Name of the school music lead	Sammie House
Name of school leadership team member with responsibility for music (if different)	Lisa Hazard
Name of local music hub	Norfolk Music Hub
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.

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.

- In EYFS, music is woven naturally through daily routines, continuous provision, and focused teaching so that children in Nursery and Reception build early musical awareness in a playful, exploratory way. During adult-led inputs, children learn simple songs, chants, and rhymes that help them internalise steady beat, pitch patterns, and language rhythm. They explore musical elements such as loud and quiet, fast and slow, and high and low through singing games, movement, and call-and-response activities. Teachers model how to use instruments safely and purposefully, introducing untuned percussion and early tuned resources like chime bars to support beat-keeping and simple pattern-making. Listening activities expose children to a wide range of music from different cultures and styles, encouraging them to talk about how the music makes them feel and how it sounds.

- Continuous provision provides rich opportunities for children to revisit and deepen these skills independently. Children might create their own “bands,” explore sound sequences, or accompany stories and role-play with musical effects. Outdoors, they use large movements to respond to music, developing coordination and expressive skills. Across both Nursery and Reception, music is closely linked to storytelling, imaginative play, and early communication, helping children develop confidence, creativity, and a strong foundation for the more structured musical learning that follows in Key Stage 1.
- Children in Key Stage 1 begin their musical development through rich, hands-on experiences that nurture confidence, curiosity, and fundamental musical awareness. Singing forms the heart of early music learning, with pupils exploring simple songs, keeping a steady beat, matching pitch, and experimenting with changes in tempo and dynamics. Listening and appraisal activities expose them to a broad range of music from different times and cultures, encouraging them to respond through movement, discussion, and emerging musical vocabulary. Instrumental work introduces both untuned percussion and early tuned instruments such as chime bars and recorders, giving children the chance to explore pitch, create simple patterns, and understand how sounds can be organised. Composition and improvisation are playful and exploratory, often using body percussion or a small set of tuned notes to create short rhythmic or melodic ideas. Regular opportunities to perform help children develop confidence, teamwork, and a sense of musical enjoyment.
- As pupils progress into Key Stage 2, their musical understanding becomes more secure and sophisticated. Singing develops into a more disciplined and expressive skill, with children learning to control pitch more accurately, sing in rounds or simple harmony, and use phrasing and dynamics to shape performances. Listening and appraisal work broadens to include a wider range of genres, traditions, and historical periods, enabling pupils to identify instruments, textures, structures, and musical devices with increasing precision. Instrumental learning becomes more structured, particularly through whole-class teaching on tuned instruments such as recorders and chime bars. Recorder lessons introduce correct fingering, breath control, and basic staff notation, allowing pupils to play simple melodies using an expanding range of notes. Chime bars and glockenspiels support ensemble playing, melodic work, and an understanding of scales and pitch relationships. Across KS2, pupils deepen their understanding of musical elements and learn to read and interpret notation with growing confidence.
- Composition and improvisation become more purposeful and independent in KS2, with pupils creating longer pieces using tuned and untuned instruments and recording their ideas using graphic notation, letter names, or staff notation. Performance skills also develop significantly, with children rehearsing more effectively, performing confidently as soloists or ensemble members, and

evaluating their own and others' work with increasing musical insight. Throughout both key stages, pupils encounter a diverse range of musicians, composers, and genres, gradually building an understanding of how music reflects different cultures, histories, and identities.

- Music is taught for 1 hour each week in both Key Stage 1 and Key Stage 2, giving pupils regular, structured opportunities to develop their musicianship through singing, instrumental work, listening, and composition. Alongside this dedicated curriculum time, children also rehearse songs within their classrooms so they can sing confidently and collaboratively during weekly whole-school assemblies. These shared singing experiences help to strengthen pitch accuracy, ensemble awareness, and a sense of community.
- Throughout the year, all pupils take part in key celebrations of learning, including Harvest, Christmas, and end-of-year events, where they perform to the wider school community in church. These performances allow children to showcase their progress, build confidence, and experience the joy of making music together in a meaningful and memorable setting.

Part B: Extra 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.

We have a KS2 choir who perform to the whole school, in Church to families at the end of each term and to residents at a local retirement home.

Year 3 and 4 learn the ukeleles during the Spring term with an external music teacher from the Norfolk Music Hub

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.

- Each month, children are introduced to a different musical instrument during assembly, where they listen to solo performances such as the cello, guitar, trumpet, and saxophone. These regular encounters help pupils develop a deeper appreciation of instrumental sound, timbre, and musical expression. Music enrich-

ment is further strengthened through an annual whole-school music day. Recently, a visiting drummer performed for the children and led practical workshops in every class, giving pupils the chance to experience ensemble drumming and learn new rhythmic skills in an exciting, hands-on way.

- Performance is an important part of school life, and every class has opportunities to sing and perform to the wider community. Each December, Rabbit and Owl Class present a Nativity filled with songs, storytelling, and drama, while all classes sing regularly in church services throughout the year, sharing their learning with families and the wider community. Younger children also benefit from rich cultural experiences: Nursery and Reception attend a summer-term performance at the Playhouse that includes live music, singing, and dance, helping them develop early appreciation for the performing arts. Older pupils continue this journey, with Year 5 and 6 attending a theatre production that features live singing and music, broadening their understanding of how music contributes to storytelling and performance.
- The children also have the opportunity to perform in our annual “Hockham’s Got Talent” to showcase their skills.

In the future

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

We would like to enrich the curriculum further by having more performances and performers into school so all children can access and enjoy these opportunities.

We will continue to see what is on at The Theatre Royal and The Playhouse which would link to the curriculum and be engaging for our children.