

Music development plan summary: Edna G Olds Academy

Overview

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	1 st September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Helen Wright
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Nottinghamshire 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.

'The National Curriculum programmes of study for Music 2014' and the 'Model Music Curriculum'. EYFS follow 'Musical Development matters' inform the music curriculum at Edna G. Olds Academy.

All pupils are taught the breadth of the programmes of study, which are adapted to meet the needs of each child, ensuring they make the connections across musical ideas and the wider curriculum. Teaching with high expectations and challenges, ensures all pupils become confident in their knowledge of the programmes of study and progress to the next stage securely.

The music curriculum, is taught predominantly through weekly 30 minute lessons, varying in length depending upon their age. Music is also accessed through weekly singing assemblies and termly school productions.

Musical skills are taught by class teachers using the Kapow Primary scheme, however, units can be adapted to meet the needs of a class or specific children. Each class follows six units within a year with singing at the heart. Each unit is structured into six steps which can be as the class teacher sees fit. The first step of each unit introduces that unit's focus in terms of content, skills and knowledge; the middle steps then develop this, and the final, sixth step assesses the learning through exciting performances and activities.

In addition to this, Years 3, 4 and 5 access the music curriculum through whole class recorder lessons for 3 half terms a year.

Children have the opportunity to learn a musical instrument in small groups, taught by either visiting specialist teachers or Edna G.Olds music lead. All children are encouraged to build on their curriculum music further by attending a regular ensemble led by the Music Lead at Edna G. Olds.

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.

Children at Edna G. Olds Academy have the opportunity to take part in small-group drumming lessons in addition to learning within lesson time. Drumming lessons are predominantly paid for by parents, with some children benefitting from pupil premium subsidies. Instrumental lessons utilise the learning that the children undertake in the classroom. Skills are developed and built upon using a mastery approach enabling children to apply their understanding of the interrelated dimensions of music whilst developing knowledge and skills of music history, performance, listening and composing.

In addition to this, children also have the opportunity to take part in a choir which takes place after school. Choir is available to all year groups and is free to attend for all children. Choir usually takes place in the year 5 classroom but children have the opportunity to rehearse in the school hall before a performance.

Children who excel in recorder are chosen to receive instrumental lessons within school at no charge, with the Music Lead. Children will apply their skills to a woodwind, brass or string instrument and learn to play within a small ensemble. The ensemble will perform regularly during school events, assemblies and productions. This enables all children to access high quality instrumental lessons and to experience the collaborative

musical experience regardless of socio-economic backgrounds. This ensemble is also open to children who learn an instrument outside of school.

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.

All children are involved in regular school performances which include a variety of songs. There are 3 performances for each Key Stage, each Year. These take place at Christmas, Spring and Summer.

We aim to have at least one musical performer or group visit school each year so that children can experience high quality musical performances. We also aim for children to attend at least one musical performance outside of school per year, depending on what is available locally. For example, children were visited by a group who sang A Capella in 4-part harmonies. This enabled children to experience the awe and wonder of a live performance and to be inspired by musical possibilities that are available to them. Children were able to listen and appraise the music; applying their understanding of the inter-related dimensions of music, and learn how to sing in 4-part harmony. Another example includes a class trip to the Great Orchestra Experiment, provided by the Nottingham Music Hub. This was attended by our year 4 children who were taking part in whole class recorder lessons. They were immersed in the performance of a live orchestra, learned about the different orchestral instruments and had the opportunity to perform the music they had been learning in lessons with hundreds of other school children and musicians.

Children take part in weekly singing assemblies. Singing assemblies are provided separately for KS1 and KS2, to enable children to learn songs appropriate to their age and stage in their learning. During these sessions, children learn about the interrelated dimensions of music through singing. They learn how to work together to perform as an ensemble and understand the impact that music can have on social and emotional well-being. Songs are taught progressively, building on skills and knowledge developed through the key stages. KS1 develop language, listening skills and confidence through simple, call and response, short or repetitive songs. KS2 learn how melodies interact and how to sing in harmony through partner songs. There is a focus in both key stages on singing techniques, keeping your voice healthy and ensemble skills.

In the future

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

Over the next year we will continue to develop the music so that all children are accessing regular, high quality lessons by providing regular, high quality staff CPD in order for teachers to provide good and outstanding music lessons in all year groups.

We will improve access to lessons across a range of instruments, and voice by encouraging children to commit to instrumental lessons and ensuring our most vulnerable children are able to access these too.

We will further build on our existing whole class provision so that more children are able to access instrumental lessons.

We will continue to provide opportunities for children who have instrumental lessons to attend a regular ensemble with the view to an end of year performance for parents.

We will continue to develop children's understanding of the interrelated dimensions of music and the vocabulary associated with this during lessons and singing assembly.

We will continue to develop children's singing technique and challenge KS2 further by introducing more complex harmonies during singing assemblies.

This will create a culture where music is embedded in the curriculum and valued by all. Children who attend Edna G.Olds Academy will develop positive memories of music lessons and ensembles and will recognise the positive impact that music can have on their lives. Additionally, children's social interactions will improve as their confidence increases and in turn, see improved language, communication and concentration.

Further information (optional)

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