

Music development plan summary: *Eureka Primary School*

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	June 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Anna D'Oyley
Name of school leadership team member with responsibility for music (if different)	Anna D'Oyley
Name of local music hub	Derbyshire 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.

At Eureka Primary School, we understand the importance of a good music curriculum and education for all children. Music is a universal language which enables all children to express themselves creatively. A high-quality music education will engage and inspire children to develop a love of music as well as their talent as musicians. It will also increase self-confidence, creativity and a sense of achievement. A high-quality music education is inclusive and has equitable access for all children. It reflects the diversity within our school and wider communities.

We are proud to be developing a music curriculum that offers a range of opportunities and experiences for our children, giving them a developing knowledge of basic music theory, practical musical instrument skills, listening and composition skills, and a broad exposure to music from a range of different cultural and historical backgrounds.

We broadly follow Charanga (A world-leading, configurable music teaching and learning platform) for the basis of our music curriculum. Each of the charanga units is structured over 6 weeks with a focus on listening and rhythm skills, singing skills, structured improvisation and composition and then finally performance and evaluation. We listen to high quality original recordings of popular songs and then this is deconstructed over the next 6 weeks for the children to engage with in different ways, resulting in a final group/individual performance. Throughout these sessions, we use a variety of tuned and untuned percussion instruments as well as our voices. The children learn how to record their compositions in many different ways and how to read basic notation.

In addition to the Charanga curriculum, we have also created space in our music curriculum for key stage 2 to do whole class musical instrument learning. In our Explorers class, children get to learn how to play the recorder for a term, developing their technique and reading notation skill. In Investigators, we benefit from a year-long partnership with Derbyshire music hub and their wider opportunities program to learn the flute. In Enquirers, the children further develop their recorder skills working on stage 2 of their recorder learning program for a term and we will also be trialling a bucket drumming scheme of work where they will learn how to use drum sticks to create different percussive sounds from their bucket drums and follow and maintain a variety of rhythms simultaneously.

In order to ensure that all elements of music are covered, we have also included some units which specifically look into western classical music and how a composer has taken an idea or theme and told a story through the composition of the music and choice in instrumentation. One example of this is when we explore Saint Saens 'Carnival of the Animals' in Adventurers, where the children learn to listen carefully to the instrumentation and composition to see how it depicts the animal in its title. We then try to copy this motif using our body movements and then use that to inform their new compositions. Another example of this is in our Enquirers class when we look at Edvard Grieg's 'The Planet Suite'. In this, we listen to each piece of music and evaluate how it depicts the planet of its title. We look at how a philharmonic orchestra is set up and how instrumentation and dynamics can be used to create different atmospheres. The children then get their own chance to innovate these techniques to create and compose their own versions.

Every week the whole school also benefits from a 30 minute singing assembly. In this we use live accompaniment (piano) and explore a variety of genres of music. The children learn to treat their voices like an instrument. We do a variety of warm ups and learn to sing in unison as well as multiple parts. This helps to develop their musical ear and tuning. We also have a 'rhythm of the week' where children are challenged to clap a 2 bar rhythm that we created the week before. This helps to raise the profile of music reading and also helps to encourage a greater understanding of pulse and tempo.

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.

We work closely with the Derbyshire music hub to provide additional opportunities for our children. Children in Investigators class follow a year long program to learn an instrument with a trained musical instrument teacher from the music hub. This last academic year they have benefitted from learning the clarinet. This includes 3 concerts to pupils and parents/carers across the year to showcase their progress and raise the general profile of music.

Following the year-long wider opportunities program, our pupils have the opportunity to pursue individual lessons through the hub at a discounted rate. In the last academic year we have offered flute lessons during school hours and we are in discussion with the music hub to see what else we can offer this year to our pupils.

We also have a school choir (Eureka Voices). This runs all year through for children from year 3-6. The main aim of this choir is to hone children's musical ear teaching them how to sing in tune with musicality, and as they progress to understand how harmony and dynamics work to create a whole piece. Children learn how to treat their voices like an instrument through various structured warm ups and vocal exercises. Another key focus for the choir is to boost pupil's confidence in their own voice, over time giving them opportunities to show off their new skills in small groups or even as solos in choir performances.

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.

Our school choir provides our pupils with many opportunities to perform in our local community, as well as further afield. Every Christmas Eureka Voices joins local retirement home to provide a festive performance for the residents and local community. This is a great experience for our pupils, both giving them the experience of public performance but also broadening their awareness of the community needs around them and ways that music can unite people across generations. The choir also perform throughout the year at different school events including at the key stage 2 carol concert in the local church and various summer concerts. I also often use our

whole school singing assemblies to showcase their newest pieces. This club is well attended and a valued part of the school music program.

Historically, we have attended Young Voices- a large choral festival attending by hundreds of schools across the country in Birmingham Arena. This is something that the choir will endeavour to do again in 2026/27.

In addition to these musical experiences, I also try to organise at least one musical assembly a year where we invite outside musicians to come into the school and perform on their instruments for us. This provides a great opportunity to raise the cultural capital of our pupils and gives our pupils opportunities to ask questions to local musicians about their careers and skills. This last academic year we had Rocksteady come in and teach our pupils how a rock band is put together and what each of these instruments sound like.

In the future

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

In the future, we will endeavour to maintain current high standards of music teaching in the school. For the academic year 2026-27 we are aiming to take the school choir to Young Voices, funding permitting, along with organising other musical opportunities in and out of school for our pupils.

As we move to a single form entry school, there will be lots of opportunities for music to expand and class teachers to take on a more active role with supporting the musical development of children in their classes. I will oversee this transition and will provide any CPD relevant to ensure practitioners feel confident and understand the best ways to teach our music curriculum.

Further information

The Department for Education has published 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.

Derbyshire [music hub](#) also have a local plan for music education in place since September 2024 that includes useful information should you wish to find out more.