

Music development plan summary:

Greenhill Primary School. Part of Forward As One CE MAT

Overview 2026-2027

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Nicola Eustice
Name of school leadership team member with responsibility for music (if different)	Sue Stanford
Name of local music hub	Bury Music Service
Name of other music education organisation(s) (if partnership in place)	N/A

This is a summary of how our school delivers music education to all pupils across three areas - curriculum music, co-curricular provision and musical experiences - and how provision will develop during 2026-2027. It builds directly on the 2025-2026 plan, retaining the successful partnership with Bury Music Service while extending specialist teaching into Nursery and increasing regular opportunities for pupils to perform and for families to experience music learning in school.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and how pupils build musical knowledge and skills over time.

Whole-school curriculum model

From September 2026, Bury Music Service will deliver the school's taught music curriculum across Nursery to Year 6. This develops the specialist partnership established in 2025-2026 and replaces reliance on class teachers delivering the Charanga scheme as the principal curriculum model. Specialist teachers can draw on a wider range of instruments, repertoire, musical traditions and practical expertise while ensuring coherent progression in singing, listening, performing, composing, improvising and musical understanding. Charanga may remain available as a supplementary resource where useful, but curriculum coverage and progression will be led through the planned Bury Music Service programme. The previous Year 3 Wider Opportunities violin model will not continue. Evaluation showed that relatively few pupils sustained violin learning beyond Year 3; redirecting this capacity enables the school to strengthen specialist curriculum provision and musical experiences for all pupils across Nursery to Year 6.

Nursery (3-4)

Nursery receives a 30-minute specialist music session from Bury Music Service on alternate weeks with Reception. Specialist sessions are reinforced through frequent singing, rhymes, movement, sound exploration and accessible instruments within everyday provision. The curriculum is designed around Development Matters and Birth to 5 Matters, so children progress from noticing and responding to sound towards listening with increased attention, remembering and singing songs, matching pitch, exploring melodic shape, improvising their own songs and playing instruments with increasing control. Children are also encouraged to keep a pulse, explore contrasts such as loud/quiet and fast/slow, move in response to music and encounter music from a range of cultures.

Reception

Reception receives a 30-minute specialist music session from Bury Music Service on alternate weeks with Nursery and also participates in the school's regular singing provision. Teaching builds deliberately from Nursery: children listen attentively, move to and talk about music, sing increasingly in tune and follow a melody, keep a steady beat, copy and create simple rhythms, explore instruments and sound-makers, create their own music and perform alone and with others. Children encounter music from Britain and across the world and are introduced to the language of music in developmentally appropriate ways. This provides a clear bridge into the Key Stage 1 National Curriculum.

Key Stage 1

Years 1 and 2 receive specialist curriculum music teaching from Bury Music Service. The programme is mapped to the statutory National Curriculum so pupils use their voices expressively and creatively; play tuned and untuned instruments musically; listen with concentration and understanding to high-quality live and recorded music; and experiment with, create, select and combine sounds using the interrelated dimensions of music. Learning builds explicitly on the pulse, pitch, singing, listening, movement and sound-making developed through EYFS.

Key Stage 2

Years 3 to 6 continue specialist teaching with increasing musical challenge. Pupils perform in solo and ensemble contexts with growing accuracy, fluency, control and expression; improvise and compose for different purposes; listen with attention to detail and develop aural memory; use and understand staff and other musical notations; appreciate music from different traditions, periods and composers; and develop an understanding of the history of music. Appropriate music technology is used where it strengthens composing, recording, editing and evaluation.

Singing and progression

Singing remains central to Greenhill's musical culture. Specialist teaching develops pitch, breathing, diction, expression, ensemble awareness and repertoire progressively across the school. Curriculum planning will be quality assured with Bury Music Service so that pupils revisit and deepen the interrelated dimensions of music - pitch, duration, dynamics, tempo, timbre, texture and structure - and increasingly understand appropriate notation. Progression will be checked through pupils' ability to listen, respond, perform, create and talk about music, rather than through excessive written recording.

Part B: Extra-curricular music

This is about opportunities for pupils to sing and play music outside lesson time, including choirs, ensembles and instrumental tuition, and how pupils can progress beyond the core curriculum.

We will continue to offer inclusive opportunities beyond the classroom by:

- Providing free KS1 and KS2 choir opportunities, enabling pupils to sing regularly as an ensemble and rehearse towards performances.
- Working with Bury Music Service to promote individual and small-group instrumental tuition across a range of instruments, with visiting specialist teachers using a dedicated teaching space.
- Using Pupil Premium funding, where appropriate, to remove financial barriers to instrumental tuition for disadvantaged pupils.
- Monitoring participation so that SEND, disadvantaged and other under-represented pupils are actively encouraged and supported to access choirs, instrumental tuition, performances and enrichment.
- Creating clearer routes for pupils who show particular musical interest or aptitude to continue tuition and access opportunities through Bury Music Service.

Part C: Musical experiences and events

This is about the musical events, performances, concerts, workshops and family opportunities that enrich the taught curriculum.

The whole-school summer performance for parents in 2025-2026 demonstrated the value of giving every child a purposeful audience. During 2026-2027, Greenhill will build a more regular performance culture, with at least one planned musical sharing opportunity in each term. Performances will include both polished events and lower-stakes opportunities that allow pupils to build confidence through repeated experience.

Autumn term - perform together

- Christmas performances and/or Carol Service, with music planned as a performance outcome
- Choir performance opportunities within school and, where available, in the local community.
- A short end-of-term musical sharing in assembly so classes or phases can perform repertoire developed through specialist lessons.
- Assembly listening continues to introduce pupils to a diverse range of composers, performers, genres, traditions and musical periods.

Spring term - share learning

- A Music Learn Alongside / Music Lesson Drop-in Day for parents and carers, inviting families to observe or join part of a specialist music lesson and see how singing, listening, rhythm, instrumental work and composition are taught.
- A spring curriculum music showcase for parents or the wider school community, drawing on learning from different year groups and allowing pupils to share singing, instrumental, composition and ensemble work developed through specialist lessons.
- KS2 choir participation in Young Voices in Manchester, where available, alongside other Bury Music Service collaborative events or workshops.
- A spring sharing assembly or mini-concert giving pupils another authentic audience before the summer term.

Summer term - celebrate music

- A whole-school summer music performance for parents, building on the success of the 2025-2026 event and ensuring every class contributes.
- Year 6 end-of-year musical production, combining singing, performance and ensemble responsibility.
- Opportunities for instrumental pupils and choirs to perform as part of the summer celebration.
- Where possible, a live music experience, visiting musician or Bury Music Service performance/workshop so pupils experience musicianship beyond their own classroom.

Across the year, pupils will learn to be both performers and audiences: preparing carefully, listening respectfully, responding to live music and reflecting on how performance improves through rehearsal. This supports the National Curriculum expectation that pupils perform, listen to, review and evaluate music and the National Plan for Music Education ambition that children learn to sing, play an instrument and create music together.

In the future

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

During 2026-2027, our Music Development Plan aims to achieve the following:

- Embed Bury Music Service as the specialist curriculum provider from Nursery to Year 6, using the capacity previously allocated to Year 3 Wider Opportunities to strengthen the breadth, quality and continuity of music provision for all pupils and quality assure progression across the whole school.
- Strengthen the Nursery-to-Reception-to-Year 1 sequence, using Development Matters and Birth to 5 Matters to identify the musical foundations children need before entering the National Curriculum.
- Ensure curriculum coverage remains securely aligned to the statutory Music National Curriculum, including singing, instrumental performance, listening, composing, improvising, notation, the interrelated dimensions of music and, in Key Stage 2, the history of music.
- Increase performance opportunities from a mainly seasonal/end-of-year model to a planned termly entitlement, with at least one meaningful musical sharing opportunity in autumn, spring and summer.
- Introduce a Music Learn Alongside / Music Lesson Drop-in Day so parents can see specialist music teaching in action and better understand how musical knowledge and skill develop.
- Continue to broaden the range of music pupils hear and perform, including music from different cultures, traditions, historical periods and contemporary practice.
- Track participation in choirs, tuition and performances to ensure disadvantaged pupils, pupils with SEND and other vulnerable pupils have equitable access to the school's musical life.
- Use pupil voice, lesson visits, performance evidence and discussion with Bury Music Service to evaluate the impact of specialist provision and identify next steps.

In future years:

- Develop more sustained ensemble opportunities so pupils can make music collaboratively beyond individual lessons and one-off performances.
- Extend composition and music technology so pupils increasingly create, record, edit, refine and share their own music.
- Increase opportunities to experience high-quality live music and to work alongside professional musicians.
- Develop clear progression routes for pupils who show musical interest or aptitude, while keeping the school's

core investment focused on high-quality specialist provision and musical experiences that benefit all pupils across Nursery to Year 6.

- Continue to make musical achievement visible through performances, recordings, displays and celebration across the school community.

Further information (optional)

This plan should be read alongside the following national guidance and partnership information:

- [National Curriculum in England: Music programmes of study](#)
- [Development Matters](#)
- [Birth to 5 Matters](#)
- [The power of music to change lives: a National Plan for Music Education](#)
- [Bury Music Service](#)