



Music development plan summary: Camps Hill Primary School

Overview

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	Christine Hajdarmataj
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Hertfordshire music service
Name of other music education organisation(s) (if partnership in place)	Rock Steady

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.

Introduction:

This Music Development Plan outlines the vision and strategies for Camps Hill School to deliver high-quality music education as per the Department for Education (DfE) guidance and the English National Curriculum. It aims to foster a love for music in all students, celebrate a wide range of cultures, understand that the Arts can contribute to wellbeing, develop their musical skills, and provide opportunities for their creative expression.

Vision:

Camps Hills's vision is to create a vibrant musical environment where all students, regardless of background or ability, can experience the joy of music making, develop their musical literacy, and become confident performers and listeners. Pupils are exposed to music from different genres, cultures, periods of time and creation methods in order for them to develop a love of music and form opinions about what they do and don't like.

Intent:

"A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement." - Department of Education, National Curriculum

At Camps Hill our aim is to provide a music curriculum which will enable each child to reach their full potential in music, encourage children to enjoy singing, composing and performing and provide children with the opportunity to perform in front of an audience both within and outside of school.

Implementation:

Our curriculum is centred around 'Charanga', a music-based scheme, in which teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Charanga lessons are planned in sequences to provide children with the opportunities to listen and appraise, perform, improvise and compose and share their musical learning. Singing is facilitated in assemblies and the 'Song of the Week' is listened to and discussed.

Opportunities to perform in front of an audience are facilitated through whole school events, clubs and celebrations such as 'Camps Hill has got talent' and the 'whole school night at the theatre... Camps Hill Does? ' and Christmas celebrations.

Our partnership with 'Rock Steady' enables children to access peripatetic music lessons, once a week, with a working musician.

Our year 3 children have weekly violin lessons provided by a peripatetic music teacher.

In our Early Years, children sing daily, and regularly have the opportunity to make music with a variety of instruments and objects, both in the indoor and outdoor environments.

Values:

- **Inclusion:** We believe that music education should be accessible and inclusive for all students.
- **Progression:** We aim to provide a structured learning experience that allows students to develop their musical skills progressively.
- **Creativity:** We encourage students to explore their musical creativity and express themselves through music.
- **Enjoyment:** We believe that a love of music is essential for long-term engagement and participation.
- **Collaboration:** We value the power of collaborative music making to foster teamwork and social skills.
- **Celebration:** We value the many faiths, countries, languages and cultures in our community and seek to develop pupils' understanding and acceptance of all forms of music.

National Curriculum Links:

This plan aligns with the National Curriculum for Music, focusing on the key areas of:

- **Musical Techniques:** Develop aural, visual, and practical skills in music.
- **Performance:** Engage in musical performance, both individually and collaboratively.
- **Composition:** Create and develop musical ideas.
- **Listening:** Understand and appreciate different musical styles and cultures.

DfE Guidance:

We will integrate the DfE's "The Power of Music to Change Lives: A National Plan for Music Education" by:

- Daily singing and access to instruments in EYFS
- Ensuring at least one hour of high-quality music curriculum per week in Key Stages 1-3.
- Providing opportunities for instrumental learning and ensemble participation.
- Supporting student progression and talent development.
- Working collaboratively with the local music hub for resources and professional development.

Strategies:

- **Curriculum:** Implement the Model Music Curriculum for Key Stages 1-3, incorporating a variety of musical styles, genres, and global influences.

- **Singing:** Develop a strong singing program through regular singing activities and vocal training.
- **Instrumental Learning:** Offer instrumental taster sessions, in-school instrumental lessons (where possible), and support access to out-of-school lessons.
- **Performance Opportunities:** Organize regular performance opportunities for students, such as school concerts, assemblies, and collaborative performances with other schools.
- **Composition:** Encourage students to create and develop their own musical ideas through improvisation and composition activities.
- **Listening Activities:** Provide opportunities for students to listen to a wide range of musical styles, analyze music critically, and develop their musical appreciation.
- **Staff Development:** Invest in professional development opportunities for music teachers to enhance their skills and knowledge.
- **Community Engagement:** Build partnerships with local musicians and arts organisations to enrich the musical experience for students.
- **Resources:** Ensure adequate resources are available for music education, including instruments, technology, and learning materials.

Monitoring and Evaluation:

- Regularly assess students' progress through formative and summative assessments.
- Conduct student surveys to gauge their interest and engagement in music lessons.
- Monitor the effectiveness of music programs through staff feedback and student performance data.
- Review and update this plan annually to ensure ongoing improvement in music provision.

Collaboration:

- Work closely with the school leadership team to ensure music education is valued and prioritised.
- Collaborate with the local music hub to access resources, training, and performance opportunities.
- Communicate effectively with parents and carers about the importance of music education and how they can support their child's musical development at home.

Conclusion:

This Music Development Plan reflects our commitment to providing all students with a high-quality music education that inspires a lifelong love of music. Through the implementation of these strategies, we aim to empower all students to become confident, creative, and well-rounded individuals with a profound appreciation for the arts.

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.

Our partnership with 'Rock Steady' enables children to access peripatetic music lessons, once a week, with a working musician. These bands regularly perform to their parents and other children. This opportunity is subsidised for Pupil Premium children. This opportunity has been extended to include EYFS children. Music clubs such as recorders are available at different points during the school year, these clubs again are subsidised for PPG children. The school runs two cheerleading squads, where the children perform to music at a variety of events both in school and in the wider community throughout the year. Children are given the opportunity to develop their piano playing skills at lunch time. Children who show interest in Year 3 violin sessions in school are signposted to the local music hub to further develop their skills. Times tables are often taught through songs and song lyrics are regularly used during Guided reading lessons.

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.

Camps Hill has regular singing assemblies throughout the year. Children also partake in Christmas performances; these focus heavily on musical/singing opportunities for all the children from Preschool to Year 6. The children taking part in Rocksteady give regular performances during the year. The whole school is invited to watch all or parts of The Rock Steady performances. We have a staff Rock Steady band who perform live to the children at the end of term. Year 3 children have the opportunity to exhibit their violin learning to their parents at the end of the year. Towards the end of the school year, Camps Hill produces a 'Camps Hill's Got Talent' show, where children demonstrate their musical abilities including playing instruments.

and singing. Some children also perform to music through dance or gymnastics. The whole school is encouraged to join in with our 'Colour Run Song' at the end of the school's colour run.

In the future

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

- Using links made this year to organise musical performances for local secondary school children.
- Ensure all year groups have 1 hour of music teaching each week.
- Continue recorder/music club
- Start a Camps Hill choir.
- To trial Charanga YUMU (at home access to the children's section of Charanga)
- To ensure the subsidized Rock Steady places are used.