

Music Development Plan Summary: Christ the King Voluntary Academy

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	October 2024
Date this summary will be reviewed	September 2026
Name of the school music lead	Harry Mason
Name of school leadership team member with responsibility for music (if different)	Roisin Knight (Curriculum Lead)
Name of local music hub	Leicestershire 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.

Music is taught as a stand-alone subject with links being made to other areas of the curriculum. Children coming into Christ the King have limited access to instruments, live music and a wide variety of music genres, so teachers ensure that experiences and resources fill these gaps. Vocabulary is also given a central focus due to the low literacy entry points of the children to the school.

Music is taught as part of a block curriculum, with one music unit being taught in depth each term. Christ the King use a bespoke music curriculum with stimuli derived from the model music curriculum. Each unit consists of 3 stages: first listening and responding to music, then practicing a new musical element by composing in groups, before finishing with performance and evaluation. Each taught unit features a focus instrument which is identified and discussed, and there are also annual notation and

instrument awareness lessons. New music workbooks were introduced in 2025 which allows for more efficient recording of pupils' progress.

Pupils are taught core musical skills by discussing and re-visiting 'What a Good Musician Does', e.g. 'Listen', 'Control' and 'Evaluate'. They focus on instrument families in KS1 before progressing to musical notation in KS2. Music is also threaded throughout EYFS, with children exploring and naming a variety of instruments as well as using songs and body percussion as a tool for learning about topics across the Early Years curriculum.

Teachers make explicit links to knowledge acquired in previous year groups and adapt lessons so that all children can participate and reach end of year expectations. This approach lends itself to the inclusion of SEND and disabled pupils, who can listen, explore, compose and play in groups with their peers. Children also have ample opportunities to use their reading skills in research.

Performance opportunities come through weekly singing assemblies on each site, alongside annual poetry recitals for each year group. Additionally, EYFS hold a Christmas carol concert, Year 1 perform a Christmas Nativity, Year 4 perform an Easter play, and Year 2 and Year 6 perform an end of year play. Year 3 have whole class cornet tuition for one term provided by Leicestershire Music Hub.

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.

There are a variety of clubs providing music making opportunities. Year 6 pupils can join the Menphys choir during Advent term, while a Boomwhacker club for Year 3s and an EYFS choir run in Lent term and a chair drumming club is available for Year 1s in Pentecost term. These are free and open on a first come first serve basis, although teachers monitor club uptake to ensure that all pupils can access a club at least once in the year.

Peripatetic keyboard and guitar lessons are on offer, paid for by parents. These start as small group lessons before pupils have the chance to progress to individual 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.

All pupils have chances to listen to music and perform via weekly singing assemblies, alongside annual poetry recitals for each year group. Additionally, EYFS hold a Christmas carol concert, Year 1 perform a Christmas Nativity, Year 4 perform an Easter play, and Year 2 and Year 6 perform an end of year play.

During the Advent term an orchestra visit the Infants site to introduce and perform various instruments, which pupils experience for free. Teachers who play instruments also perform for pupils in singing assemblies. EYFS attend a live theatre performance at the Curve Theatre each Christmas, while Junior pupils are scheduled to attend a live music performance at De Montfort Hall in Lent term (both of these events are free for pupils receiving Pupil Premium). Meanwhile, Year 2 pupils all participate in African drumming and Indian dance workshops.

In the future

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

At Christ the King we aspire to increase opportunities for all pupils to enjoy live music and are currently liaising with various local organisations to provide this over the coming year. We have invited parents/carers who play instruments to our singing assemblies to showcase their instruments. We also intend to create further choirs/vocal ensembles so that pupils in all year groups have a chance to participate. We also aspire to expand performance opportunities by creating one-off instrumental groups. We aspire to increase the variety of instruments offered to pupils in peripatetic lessons, as well as signposting families to further peripatetic opportunities outside school.

Further information

Our local music hub that we work in partnership with is [Leicestershire Music](#).

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. They also published a [national vision for music education](#).