

Music Development Plan

This is a summary of how our school delivers music education to all our pupils 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.

Vision and Intent	At Olga, we strive to nurture every child's love of music, foster their creativity, and help them develop exceptional musical skills. Our aim is for all children to: • Build a broad and varied repertoire that inspires them to create original, imaginative, fluent, and distinctive compositions and performances. • Develop a deep musical understanding, supported by strong aural perception, internalisation, and technical expertise that grows rapidly over time. • Gain a rich appreciation and awareness of a wide range of musical genres and traditions. • Understand how the historical, social, and cultural roots of music shape the diversity of styles they encounter. • Communicate with confidence and precision, using appropriate and accurate musical terminology in both written and verbal explanations. • Cultivate a lifelong passion for and commitment to exploring and participating in diverse musical experiences.			
What do we include in our	Our plan for delivering high-quality music education and supporting children's progress			
		<i>Where are we now?</i>		<i>What will we do next?</i>
	Curriculum (setting the foundation)	High-quality weekly music lessons	Music Curriculum Overview Teaching and Structure Music is taught weekly from Nursery to Year 6, with lessons lasting between 45 minutes and one hour. Every class has music timetabled	Continue to develop planning to suit the needs of pupils. Use pupil voice to develop planning.

		Alongside daily songs, rhymes, and rhythm activities that support routines and learning, children take part in weekly specialist-taught music lessons. Music plays an integral role across the EYFS curriculum, with songs and movement often used to support wider learning in literacy, numeracy, and understanding the world. Each class begins the day by singing a “days of the week” song, incorporating clapping and tapping to keep time. At Olga, we celebrate the diverse backgrounds of our children by encouraging families to share songs and music from their own cultures. Children in Nursery and Reception have access to a variety of instruments, including those from around the world, as part of continuous provision. They are encouraged to explore sound, rhythm, and pitch. Within Foundational Phonics (Little Wandle), musical elements such as environmental sounds, instrumental sounds, and body percussion help children tune into the sounds around them. Children also make their own instruments, fostering creativity and reinforcing the idea that music can come from anywhere. Through guided sessions, children explore pitch, rhythm, and musical change, and learn to express their responses to what they hear. Enhanced provision includes opportunities to explore instruments like keyboards and African drums, as well as everyday sound-making materials. All children are encouraged to participate, and pupils with SEND are supported through visuals, actions, and, where appropriate, music-based interventions to aid sensory and communication development.	Staff cpd and training on use of iPad Voice and Video recordings as a tool for playing back children’s performances – both for the children to hear/see themselves and for staff to assess children’s learning and plan next learning steps. Create, share and Possible inclusion of record buttons that the children could record themselves on playing or singing and listen back.
		Key Stage 1 (KS1) In KS1, children build the foundations of musical understanding. They learn the names of instruments, how to hold and play them, and how to recognise and classify different sounds. They begin performing	

		Music technology is also introduced through the use of keyboards across KS2 and GarageBand in Years 5 and 6. Pupils use these tools to compose, arrange, and enhance their musical creations.	in order to reflect/improve them.
	Whole Class Instrumental teaching	Whole-Class Instrumental Teaching Keyboard Whole-class keyboard teaching takes place at various points each year from Year 3 to Year 6, enabling children to develop proficiency and confidence in keyboard playing. Pupils are encouraged to continue their learning at home using free apps such as <i>Simply Piano</i> and <i>Real Piano</i>. Many children engage enthusiastically with these tools and often volunteer to perform pieces they have learned independently at the start of lessons. Recorder In Year 3, all pupils receive whole-class recorder tuition during the Spring 2 and Summer Terms, culminating in a performance at the Summer Concert for parents. This unit lays essential groundwork for violin lessons in Year 4, helping children to develop fine motor skills (such as correct hand positioning and finger control) and introducing them to reading formal staff notation. The focus on producing an	Create further opportunities for children to watch live instrumental performances. This can be achieved in part in school by children watching their peers perform in Concerts and during Assembly times. Create further opportunities for children to partake

		accurate, controlled sound also prepares pupils for playing wind instruments in Years 5 and 6. Violin All Year 4 pupils participate in a year-long programme of whole-class violin teaching, fully funded by the school. Lessons cover essential instrumental skills, including correct posture, bow handling, finger placement, and tone production. Pupils also build on their knowledge of musical notation and develop fluency in reading music. Learning progresses throughout the year, with children given two opportunities to perform for parents during the Spring and Summer terms showcasing their growing confidence and musicianship.	in live performances outside of school. One project is currently being arranged in which the Y6 children to join in with an opera . There are also links with the London Symphony Orchestra being pursued with the hope of some of our children joining an orchestral project next academic year.
	Vocal provision -	Singing Singing is a central part of both music lessons and assemblies, focusing on voice production, singing techniques, and part-singing. It is often used as a warm-up activity, for example through singing the register, sharing news in song, or participating in singing games. Singing is modelled by teachers, with Teaching Assistants supporting by leading small groups or joining in with singing activities. All staff actively participate in Singing Assemblies, promoting a positive and inclusive singing culture across the school.	Including a greater number of songs in different languages. To include singing in more of the class assemblies. Choose 2 ‘Singing Leaders’ each term

			A wide variety of singing materials are used, including seasonal, festive, thematic, contemporary, and world music, ensuring children experience songs from diverse cultures and traditions. Children also regularly watch and listen to performances by solo singers, famous artists, and vocal groups online to broaden their musical awareness and inspiration. Children take part in weekly Singing Assemblies, each lasting 30 minutes and grouped by year (Years 1–3 and Years 4–6). These sessions are led by the Music Specialist and provide a dedicated space to develop collective singing skills and performance confidence. We also provide opportunities for pupils to experience live singing performances in school. Children are encouraged to perform for their peers during assemblies, helping them build confidence, stage presence, and enjoyment in sharing their musical achievements.	from each class to help lead part singing in assemblies/class. Create further opportunities for children to watch live singing performances. This can be achieved in part in school by children watching their peers perform in Concerts and during Assembly times. Create further opportunities for children to partake in live performances outside of school. One project is currently being arranged with ‘Border Crossing Project’ in which the Y6 children to
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			join in with an opera . Ensure that the links with RLH are kept up and we advertise the events in advance to all the parents.
	Listening Curriculum	Listening and Musical Appreciation From Year 1 to Year 6, children are introduced to a wide variety of music, songs, and composers representing diverse cultural, geographical, and historical contexts. Many of these pieces connect to the current lesson theme, while others are explored as stand-alone works to broaden pupils' musical understanding. Each listening activity is accompanied by contextual information about the composer, as well as the time and place in which the music was created, helping children to appreciate its background and significance. Pupils are encouraged to describe the music using appropriate musical vocabulary and to identify key features and elements within what they hear. A Classical Composers display in the Music Room celebrates well-known figures in music history. Each time a new piece is introduced, it is added to the display, allowing children to build visual and aural connections with the composers and works they encounter throughout their musical journey.	Try to create an equal balance between male/female and diverse range of composers/musicia ns Create 'listening bank' of composers and pieces from a range of genres/ locations and periods of history to be used by all staff on children's entrance and exit of assemblies. Children may be asked specific

			questions on the piece/composer/group
		Performance opportunities Music trips, musical visitors and live music events are shared with parents via the weekly newsletter . Y1-3 Choir perform a Spring and Summer Concert for their parents. Y4-6 Choir children participate in the ‘Young Voices’ concert every year in January. The choir sing termly at the Royal London Hospital (this sometimes includes a small ensemble of instruments) Both choirs join together to lead Carol Singing in the playground. They often perform at the start of Singing Assemblies. Music/Drama performances – EY Nativity, Y1&2/ Y3&4 and Y5&6 each have their own Christmas Show that they perform to parents. Class assemblies have musical links e.g. Y3 Oliver assemblies) Y6 Leavers Assembly is music based Olga Orchestra Our Spring and Summer concerts feature Olga Y4-6 choir, Orchestra and some solo performances. Y3 Recorder children join the Summer Concert.	Provide more opportunities for musicians to play in assemblies.

		Music room resources	Large bespoke room designated for musical learning. High quality instruments (tuned and untuned) Keyboards enough for 1 between 2., ukleles, djembes and recorders. Violins available for KS2 use. Resources for children to make their own choices for sound and play their own tuned /untuned instruments to develop skills. Display of orchestra and families inc Violin parts and strings Display of staff notation with pitch names, rhythm notation and names inc keyboard notes and names. A display board for classical musicians and composers allows chn to make links between musicians/composers and their music.	Continue annual health and safety check of electrical equipment and re-stock as needed. Consult with EY on what musical equipment they have and what is needed. Create an interactive display of each Yr group's work using sound buttons.
		Communicating with parents	Music at Olga on school website https://www.olga.towerhamlets.sch.uk/curriculum/music-1/ sets out Intent Parents are kept up to date with music events and news re weekly school newsletter Parents are invited to watch concerts and shows. Posters are displayed in and around school for the concerts and reminder texts are sent out. Music often features in children's class assemblies, which parents are invited to attend.	Improve amount of Music information going out on website. Include termly recordings for ALL classes.
		Transitions	Pre school: During open evenings prospective parents visit the music room.	Transition to KS1: Plan opportunities

				for the music teacher to go to Reception to meet the children who will be attending music sessions in Y1 and hold a music session. Reception children to visit the music room before the start of next academic year.
			Secondary Information is passed on to parents re 'St Paul's school' music scholarship and the associated music test . Information on the Music Facilities in Morpeth and St Pauls is often passed on to parents of children currently having Olga instrumental tuition. A number of Olga children have received the music scholarship for St Paul's Way Secondary.	Contact secondary schools again. Look at possible performance opportunities for their students/staff. Discuss transition unit and music provision available in secondary schools with Y6 pupils in lesson
		Annual action plan	Each year areas are identified to move music on and maintain high priority.	
	Co-curricular	Instrumental learning	From Year 5 onwards there is the opportunity to have small group instrumental lessons with a Thames tutor. This tuition	Continue to signpost ensemble opportunities

	Beyond the classroom		continues throughout Y6 and there are follow on links with several local secondary schools. These children participate in the Spring and Summer Olga Concerts and are invited to join the Orchestra. In Y6 players join 3 'Thames Music Days' which culminate in playing for the annual 'Thames Concert' held in the Town Hall. Some players have participated in smaller ensembles for things such as school fetes and Carol Singing/ Playing at Royal London Hospital. Some children take exams in these instruments.	outside school community Provide more playing opportunities during assembly time and for players to perform as part of other school events/parents led fund raising activities. Royal London Hospital Singing to be a regular bi/tri yearly event.
		Vocal	Y1-3 after school choir with 45 members. All abilities welcome. They have their own Spring and Summer Concert and join in with whole school carol singing. They are also invited to perform in singing assemblies Y4-6 after school choir with 40 members. All abilities welcome. They have their own Spring and Summer Concert and join in with whole school carol singing. They are also invited to perform in singing assemblies. We attend yearly O2 Young Voices Concert and twice yearly Royal London Hospital performances and various School events, concerts and FOO fundraisers.	Encourage more Singing on the playground. Provide more opportunities for Both choirs to sing together. Look for further Christmas out of school performance opportunities (eg:

			Pre Covid we used to Sing at Lloyds Bank)
	Ensemble	Olga Orchestra after school club with 25 members at present, for children from Y3-6. Children must have some instrument experience and be practising their instrument at home regularly.	Identify a member of staff able to lead a KS1 Music group – ukelele or recorder for next year.
	Progression strategy	Buildup of skills in singing and instrumental teaching. Includes recorder teaching (Y3 in preparation for whole class string playing in Y4 and Woodwind opportunities in Y5) We include graphic notation in Y1, building onto rhythm notation teaching and beginning of staff notation referring to pitch in pentatonic scale (Y2) In Y3 formal notation reading begins in preparation for Y4 whole class strings. In Y5 pupils begin to write notation, encouraging the use of formal notation and rhythm. By Y6 pupils are familiar with staff notation and will often use it during composition projects. Aspects of composition are built on from Year 1, beginning with simple Raps and Chants, composing and singing own songs in Y2 ,in Y3 composing Pentatonic Melodies in Y3, composing and adapting themes in Y5 to composing whole themed pieces including Music Technology and overdubbing of pieces in Y6.	Ukeleles could be included more in Y2 and Y3 for further preparation for Whole Class string teaching. Include use of more music technology within upper KS2. Include use of higher level recording/ mixing and Loop Station. .

		Instrumental learning inclusive for all pupils. Adaptions made where needed.	
		Instrumental learning shared with secondary schools.	
Enrichment	Live performances	Cultural capital experienced through: Hearing live music in school and in venues such as O2, Thames Concerts. We have yearly opportunities to perform in local venues – eg Royal London Hospital, Tower Hamlets Town Hall and national venues such as Young Voices at O2, London. Continue strong working relationship with Southampton Thames Music Hub, which often provides projects and performance opportunities	Free ‘Border Crossing Project’ is being arranged for next academic year with Y6 . Opportunity to perform as part of an opera in a concert hall with live musicians and singers. Opportunity available for children’s project work with LSO for next year.
	Career pathways	Continue to identify music careers through learning in classroom and external experiences. Signpost parents to opportunities outside of school.	
		<i>Where are we now?</i>	<i>What will we do next?</i>

Leadership	Executive Principle/ Governors	Incredibly supportive Head and Deputy team who believe in the power and value of music education. Free instrumental provision and music specialist teacher included in annual budgets by Headteacher	Further support with Music organisation and event arrangements to be given by SLT team.
	Subject Leader	Experienced subject leader and music specialist. Access to CPD throughout the year: Music Mark events/podcasts, Thames Hub meetings for local Music teachers, Thames CPD session and lots of independent research and reading and thinking.	Opportunity available for CPD and project work with LSO for next year. Teacher INSET Arrangements being made for Y6 Border Crossings opera project.
	Teachers	Supportive teachers who understand and believe in the importance of music. Inquisitive and always ask for support to ensure the best for their pupils.	Arrangements being made for termly support planning and lessons to EYFS from Music Specialist
	Pupils	Pupils who LOVE music, who value enrichment opportunities and love musical learning. They say: 'I enjoy playing Garage Band because I can make my own songs' (mentioned lots of times) 'Music is fun, joyful, happy and exciting'.	Pupil Voice needs to be used more regularly to assess progress and guide planning.

		'Music makes me feel happy and calm because when you play a piece of music you can just get lost in it'. 'Music is fun because I can express my feelings when I am playing an instrument'. 'Music is fun because we get to learn about new instruments and musicians'. 'Music is my life because it was able to get me through my tough times' . Music makes me like a different person and makes me enjoy all things that inspired me' . 'Music makes me feel happy because we get to experiment with different types of instruments'. 'Music makes me feel good because it makes me concentrate.' 'Music lessons are fun because we get to listen to amazing pieces and we get to make our own the way we want it'. 'You have a chance to show what you've learned by doing shows to the parents like Choir and Orchestra'. 'I think throughout the whole entire primary life, I think the best thing we did was making our Horror Music'. 'I want to do more group work because it is fun'.	Singing leaders to be chosen to lead singing and support in singing assemblies.
Communitie s & Partnership	<i>Where are we now?</i>		<i>What will we do next?</i>
	Thames Music Hub – very strong working relationship. Take advantage of free opportunities and work together. School community – support musical events and often ask to include our musicians and singers within the 'Friends Of Olga' (FOO) fund raising events . 'FOO' often provides funds for our musical and sound equipment.		Re-establish links with LSO for future projects. Continue to work with RLH and events.

Work with 'FOO' to establish more performance opps for children and for help with funding/spending issues/links.

Establish firm links with 'Border Crossing' project