

Music Development Plan Summary: Bridge Junior School

Overview

Detail	Information
Academic year that this summary covers	2026/27
Date this summary was published	3 September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Hannah Windley
Name of school leadership team member with responsibility for music (if different)	Jason Williamson, Headteacher
Name of local music hub	Leicester and Leicestershire Music Hub (led by Leicestershire Music)
Name of other music education organisation(s) (if partnership in place)	None currently

This summary explains how Bridge Junior School provides music education through curriculum music, additional opportunities and musical experiences. It also sets out the improvements we are working towards so that pupils and families understand our current offer and how it will develop.

Part A: Curriculum music

Bridge Junior School teaches the National Curriculum for music through a progressive scheme of work from Leicestershire Music. The scheme is informed by the Model Music Curriculum (March 2021) and builds pupils' knowledge and musicianship through six units in each year group.

Weekly entitlement. Each class receives a 35-minute curriculum music lesson and is offered a planned 15-minute music assembly each week. The assembly extends classroom learning through listening, musical vocabulary, paired discussion and practical responses to concepts such as pulse and rhythm. Singing may form part of musical learning, but it is not the main focus of these assemblies. Together, the lesson and assembly provide approximately 50 minutes of planned music education each week.

Experiencing, playing and creating. Pupils listen, appraise, perform, improvise and compose using instruments, appropriate technology and, where suitable, their voices. They learn musical vocabulary

and the inter-related dimensions of music, including pitch, duration, dynamics, tempo, timbre, texture and structure, and develop their understanding of musical notation.

Whole-class instrumental learning. Every Year 3 pupil learns the recorder with their class teacher and is given their own instrument. Every Year 5 pupil learns tabla through whole-class teaching delivered by a specialist teacher from Leicestershire Music.

Breadth and progression. Pupils encounter music from different periods, genres, styles, traditions and cultures. Knowledge and skills are revisited with increasing depth so that pupils can perform, compose and respond to music with growing independence and confidence.

Inclusion and SEND. Music learning is designed to be accessible to every pupil, including pupils who do not sing. Children are not withdrawn from music for other learning. Teachers use adaptive teaching, additional adult support and suitable resources or adapted instruments to remove barriers while preserving meaningful participation. The school's wider approach is explained on our [SEND page](#).

Assessment. Teachers assess pupils formatively during lessons through listening, observation, questioning and review of live or recorded performances. Pupils use self- and peer assessment to refine their work. Summative judgements are recorded termly.

Published curriculum. Further curriculum information is available on the school's [curriculum page](#).

Part B: Co-curricular music

The school provides additional tabla sessions beyond the whole-class Year 5 entitlement. These sessions enable interested pupils to develop their technique and musicianship further. Sessions are provided free of charge for pupils eligible for Pupil Premium so that cost is not a barrier to participation. Information about availability is shared with relevant pupils and families.

Choirs and ensembles. The school does not currently run a regular choir. Our weekly music assemblies therefore focus more broadly on experiencing, understanding and responding to music rather than on singing alone. We will use pupil and family voice to explore inclusive instrumental or other music-making groups that are appropriate for our community.

Progression beyond school. Families are made aware of further instrumental lessons and musical opportunities available through Leicestershire Music. The school responds to individual interests and signposts families to suitable next steps. There is not currently a separate music transition programme for Year 6, but pupils can be directed to continuing opportunities as they move to secondary school.

Access and space. School teaching spaces are used for organised individual, small-group and class music sessions. The school will work with families and Leicestershire Music to consider instruments, costs and practical access where these might otherwise prevent participation.

Part C: Musical experiences

Each class is offered a weekly 15-minute music assembly. A staff rota supports shared ownership of these sessions. Assemblies reinforce and extend classroom learning through careful listening, musical vocabulary, paired discussion and practical exploration. Materials include concepts such as pulse and rhythm and provide differentiated prompts for Years 3 to 6. The emphasis is on experiencing and understanding music; singing is one possible element rather than the central purpose.

Performing and sharing. Each class has a parent-facing assembly during the year. These assemblies showcase learning from across the curriculum and include music where appropriate. Music units also include opportunities for pupils to perform to one another, share compositions and evaluate live or recorded work. School-based performances for families are free to attend.

Live music. Pupils do not yet have a guaranteed opportunity to experience a professional live performance every year. During 2026/27, the school will explore a sustainable annual experience, with a visiting musician or ensemble performing in school as the preferred option.

In the future

- 1. Embed the new music scheme and improve staff confidence (2026/27).** Provide practical support and professional development so that teachers understand the sequence, teach musical knowledge and skills confidently, and assess pupils consistently. The music lead will monitor implementation and identify further training needs.
- 2. Strengthen instrumental provision (2026/27 and beyond).** Build on the recorder and tabla entitlements by auditing instruments and resources, increasing opportunities for pupils to play together and exploring an inclusive instrumental group, or other suitable ensemble, shaped by pupil and family voice.
- 3. Introduce an annual live-music experience (explore in 2026/27).** Work with Leicestershire Music and other local musicians to identify an affordable, culturally inclusive live performance, ideally delivered in school so that every pupil can take part.
- 4. Review curriculum time (during 2026/27).** Review the balance of classroom music and the structured music assembly, including whether the combined weekly entitlement can move from approximately 50 minutes towards the national ambition of at least one hour.

Further information (optional)

Bridge Junior School works with [Leicestershire Music Hub](#)

Leicestershire Music supports the school through its primary scheme, specialist tabla teaching and information about further tuition and progression opportunities.

Families can also read the Department for Education's [music education guide for parents and young people](#).