

Music Development Plan: Bernard Gilpin Primary School

Overview

Detail	Information
Academic year that this summary covers	2026–27
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Samantha Winter
Name of school leadership team member with responsibility for music (if different)	Matt Nichol
Name of local music hub	Sunderland Music Hub

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

Curriculum music at Bernard Gilpin Primary School is delivered through a planned, progressive curriculum supported by the Charanga Musical School scheme. The curriculum develops children's skills in singing, performing, listening and appraising, composing and improvising, with opportunities to use tuned and untuned instruments and to develop musical vocabulary.

Music is taught across the primary phase and is intended to build progressively from EYFS through Year 6. Teachers use Charanga resources to support sequencing, subject knowledge, practical music-making and assessment. The school will continue to review curriculum coverage to ensure that children build securely on prior learning and experience a broad range of musical styles, traditions and cultures.

Singing is a particularly important part of school life. In addition to singing within curriculum music lessons, the school has a weekly whole-school singing assembly, providing regular opportunities for children to develop vocal confidence, learn a range of songs and sing together as a school community.

The curriculum is inclusive. Teachers adapt musical activities, resources, instruments, groupings and expectations so that children with SEND and other additional needs can participate successfully.

Published curriculum/SEND information should be linked here before publication:

<https://www.bernardgilpin.com/>

Music - Long Term Overview

	Autumn Term	Spring Term	Summer Term
R	ME! <i>Nursery Rhymes and Action Songs</i>	OUR WORLD <i>Nursery Rhymes and Action Songs</i>	BIG BEAR FUNK <i>Funk</i>
Y1	HEY YOU! <i>Old School Hip Hop – identifying instruments heard in pieces of music, finding beat/pulse and following simple compositions.</i>	ROUND AND ROUND <i>Latin – explaining tempo of music, combining a range of instruments to generate sounds and play instruments to a steady beat/pulse.</i>	YOUR IMAGINATION <i>Using Your Imagination in Music- using voice, experimenting with tuned and untuned instruments and composing a piece of music with different beats.</i>
Y2	ZOOTOPE <i>Reggae – identifying a genre of music, begin to use musical vocabulary to describe the instruments, beat, tempo and pitch.</i>	HANDS, FEET, HEART <i>South African Music – combining instruments to make new sounds, clapping and performing a beat/pulse with an instrument and record using visual representation.</i>	FRIENDSHIP SONG <i>Kindness, Respect & Friendship – using voice expressively, choosing and experimenting tunes and untuned instruments and perform sounds with short and long duration.</i>
Y3	LET YOUR SPIRIT FLY <i>R&B – accurately identify a genre of music, use correct musical vocabulary, explore how music can be influenced by different time periods and identify instruments, beat, pitch and tempo.</i>	GLOCKENSPIEL 1 <i>Learning the Language of Music – recall different musicians, recall instruments from music groups brass, woodwind and percussion, distinguish the difference between ½ beat, 1 beat and 2 beat notations.</i>	THREE LITTLE BIRDS <i>Reggae – choose instruments which produce a similar sound/texture, compose and perform simple compositions using ½ beat, 1 beat and 2 beats.</i>
Y4	MAMMA MIA <i>Pop from the 70s – accurately identify genres of music, use correct vocabulary to identify when a piece of music was composed, identify the pitch, rhythm, pulse, tempo and instruments in pieces of music.</i>	LEAN ON ME <i>Soul and Gospel – identify musicians and composers, select instruments from music groups, recording pulse/beat by visual representation & notation (½ beat, 1 beat 2 beat), group compositions.</i>	BLACKBIRD <i>Pop – Influence of Civil Rights - introduce correct music notation (quaver, crotchet, minim), understand how music is influenced by events in history, compose music with different pitches, tempos and textures.</i>
Y5	LIVIN' ON A PRAYER <i>Classic Rock – accurately identify a range of genres, identify instruments and relate to correct music group (brass, woodwind), explain tempo, pitch, rhythm, beat/pulse in detail.</i>	THE FRESH PRINCE OF BEL AIR <i>Old School Hip Hop – identify how genres of music were influenced by events/time periods, find the beat/pulse of music and play along accurately with instruments.</i>	DANCING IN THE STREET <i>Pop – compose compositions using correct notation and music vocabulary from the 8 elements of music, compose group and singular compositions selecting from a range of instruments.</i>
Y6	CLASSROOM JAZZ <i>Jazz – accurately identify the genre and time period of a piece of music, identify instruments and relate to distinguished music groups, understand how music is influenced by different traditions and contexts.</i>	HAPPY <i>Pop – explain a piece of music's pitch, tempo, texture, timbre and begin to identify major/minor keys, compare great composers of a similar time period, compose group and singular compositions on tuned and untuned instruments.</i>	YOU'VE GOT A FRIEND <i>Soft Rock – accurately use notation during compositions including crotchets, quavers, minims and semibreves, control voice by using duration, pitch and tempo, identify the textures of instruments and blend these to create new sounds.</i>

N.B. Music is taught as part of 'Expressive Arts and Design' in Reception.

Part B: Co-curricular music

Bernard Gilpin Primary School provides opportunities for children to develop musical skills beyond curriculum lessons. Peripatetic music lessons are available to all pupils in drumming, guitar and violin as well as wider after-school provision including Drama and Music club.

The school also has a school choir which provides children with an opportunity to develop their singing, musicality, confidence and performance skills beyond the curriculum.

The choir performs both within school and in the wider community. Recent and established opportunities include performing at the annual Houghton Feast, the Harvest Festival assembly for parents and carers and visiting local care homes to sing at Christmas time. These experiences provide children with authentic audiences and enable them to contribute positively to the local community through music.

Children can also develop their instrumental and vocal skills through individual or small-group tuition where provision is available.

The school promotes participation and progression rather than restricting musical opportunities to children who already demonstrate high levels of musical attainment. Where appropriate, support is considered for children eligible for Pupil Premium so that cost does not become a barrier to participation.

Part C: Musical experiences

Music is an important part of the wider life of Bernard Gilpin Primary School. Children experience music through regular singing, assemblies, curriculum performances and whole-school events.

A weekly whole-school singing assembly gives all children regular experience of singing together and learning and performing a wide range of songs.

Planned musical experiences for 2026–27 include:

- Rehearsing and performing songs at the Harvest Festival Assemblies for parents and carers (all year groups)
- The school choir to work with the Music Outreach Team to rehearse and take part in a collective singing ensemble at Durham Cathedral in December 2026.
- Christmas nativities and performances for all year groups. Every year group is involved in learning and performing songs as part of these productions, giving all children an opportunity to develop their singing and performance skills.
- School choir performances within school and in the wider community, including established opportunities such as the annual Houghton Feast and singing in care homes at Christmas.
- Opportunities for children receiving instrumental tuition to share and develop their skills through performance.
- Participation in wider school events where music forms part of the experience, including celebrations and special themed events such as musical workshops (e.g. Jeff Rich drumming).
- Opportunities to experience live music where suitable local or visiting performers/projects are available (e.g. live performance by The Academics rock band).

The school will aim to ensure that children across EYFS, KS1 and KS2 have opportunities both to perform and to experience music as an audience. Charging and remission arrangements for any ticketed events or visits will follow the school's normal arrangements and will be communicated to families.

In the future

During 2026–27 the school will continue to strengthen the progression and consistency of its music curriculum and wider musical offer.

Key development priorities are:

- Review curriculum coverage and progression from EYFS to Year 6, ensuring that singing, listening, performing, composing, improvising and instrumental skills are continuing to develop systematically.
- Review the amount of curriculum time allocated to music across the year and ensure that provision continues to be sufficiently regular to support meaningful progression.

- Audit instrumental and vocal opportunities so that children know how they can access tuition, how they can progress and what opportunities exist beyond school.
- Maintain links with Sunderland Music Hub and other appropriate music organisations where this adds value to curriculum, instrumental, ensemble or performance opportunities.
- Continue to develop opportunities for children to perform regularly, including at least one substantial performance opportunity each term where practical.
- Continue to monitor participation so that disadvantaged children and children with SEND are able to access musical opportunities and are not disadvantaged by cost, confidence or additional needs.
- Explore opportunities for children to experience high-quality live music and professional musicians.
- Continue to build staff confidence and subject knowledge through the use of Charanga resources and relevant CPD.
- Continue to develop the school choir and its community performance opportunities, including Houghton Feast and Christmas visits to care homes.
- Maintain whole-school Christmas performance opportunities so that every year group learns and performs songs as part of its production.

Further information (optional)

Bernard Gilpin Primary School is located in Houghton-le-Spring, Tyne and Wear and is within the Sunderland music education area. Sunderland Music Hub provides schools with access to music education resources and progression opportunities, including Charanga and other digital resources.

Sunderland Music Hub: <https://sunderlandmusichub.org.uk/>

School website: <https://www.bernardgilpin.com/>

Charanga Musical School: <https://charanga.com/site/musical-school/>