

Music Action Plan 2026-2027



Objective	Success Criteria	Strategies	Cost/Time /Money	Timescale Aut Spr Sum			Evaluation
Continue to develop the children's understanding of notation.	-Children to increasingly recognise and understand common musical symbols and notation appropriate to their year group. - Children to start to use simple notation to represent and/or perform musical ideas. -Children to start to demonstrate increasing confidence when reading and interpreting notation during lessons. -Progress in notation will be evident across year groups and in pupils' work.	-Provide regular opportunities to read, interpret and create simple musical notation in our music lessons. -Explicitly teach musical symbols and vocabulary through practical activities. - Include notation within singing, performing, composing and instrumental activities rather than teaching it in isolation. -CPD course for staff.	Time Teacher subject knowledge	x	x	x	<u>Who is responsible?</u> All teaching staff. <u>Who will monitor?</u> Music Co-ordinator <u>Evaluation</u> -Identify gaps in knowledge through lesson observations and subject monitoring and adapt future planning accordingly. -Carry out pupil voice to assess children's confidence and understanding.
Provide more opportunities for children to experience live musical performances.	-All children to have regular opportunities to experience live music during their time at school. -Children to describe their responses to live performances using appropriate musical vocabulary. -Children to be exposed to a range of musical genres, cultures, instruments and performers. -Children to increasingly be	-Organise performances from visiting musicians and musical groups. - Encourage children to attend/participate in school concerts and performances. -Continue to provide opportunities to see a range of instruments and musical styles. -Discuss performances afterwards, focusing on the elements of music children heard and observed.	Time Money	x	x	x	<u>Who is responsible?</u> Music Co-ordinator <u>Who will monitor?</u> <u>Evaluation</u> -Keep a record of live performances experienced by each year group. -Gather pupil voice following performances. - Evaluate the impact through children's ability to discuss and respond to performances using musical vocabulary

Music Action Plan 2026-2027



	able to make connections between live performances and their own musical learning.						
Develop children's confidence and understanding of the elements of music: <i>pulse, structure, timbre, texture, rhythm, pitch, dynamics, tempo and notation.</i>	-Children to identify and explain key musical elements using appropriate vocabulary. -Children to recognise elements of music when listening to a range of musical examples. -Children to apply their understanding of the elements when performing and composing. - Children to become increasingly confident discussing and evaluating music. -Progression in musical vocabulary and understanding is evident across year groups.	-Continue to develop the music appreciation programme across the school. -Continue to introduce a range of musical genres, composers, cultures and historical periods. - Use regular listening activities with a specific musical element as a focus. - Encourage children to explain what they hear using musical terminology. - Provide opportunities for children to compare different pieces of music.	Time Teacher subject knowledge	x	x	x	<u>Who is responsible?</u> All teaching staff. <u>Who will monitor?</u> Music Co-ordinator <u>Evaluation</u> -Use pupil voice to establish children's confidence with musical vocabulary and the elements of music. -Monitor music appreciation activities and planning across year groups. -Review children's responses to listening activities. -Use lesson observations/work scrutiny to assess whether children are applying musical vocabulary in practical lessons. -Revisit pupil voice later in the year to measure changes in confidence and understanding.