

Music development plan summary: Thomas Buxton Primary School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	July 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	S. Elliott
Name of school leadership team member with responsibility for music (if different)	S. Elliott
Name of local music hub	Tower Hamlets Arts & Music Education Service (THAMES)
Name of other music education organisation(s) (if partnership in place)	N/A

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

Timetabling Curriculum music is music taught in lesson time to all pupils

Year Group	Time dedicated to curriculum music teaching each week
Year 1	All terms: 1 hour, 25 mins
Year 2	All terms: 1 hour, 25 mins
Year 3	All terms: 1 hour, 25 mins
Year 4	All terms: 1 hour, 25 mins
Year 5	All terms: 1 hour, 25 mins
Year 6	All terms: 1 hour, 25 mins

Curriculum music lessons are informed by the Model Music Curriculum (non-statutory guidance for music teaching) and provide pupils with opportunities to:

- Listen to and evaluate music from diverse time periods and cultures.
- Learn how to create and control sound using their voices, as well as tuned and untuned instruments.
- Understand how music is communicated through various notation systems.
- Improvise and compose music.
- Perform musically in front of audiences of varying sizes.

Curriculum music Sections highlighted in blue: these focus on developing children's Singing and Musicianship skills and are taught by each class teacher using the **Voices Foundation 'Inside Music' curriculum** and the Oak Academy Music Units. Additionally, children will be taught a diverse range of songs for performances in school celebrations and assemblies. Time allocation: 25 minutes per week.

Sections in black: these are delivered by class teachers using The Oak Academy curriculum and resources. Time allocation: one hour per week.

Key Stage 1

Year 1	Lesson opportunities to sing and play instruments	Lesson performance opportunities (*performance opportunities from lessons can be developed into more formal events)
Autumn 1	Singing simple songs and singing games - to raise awareness of pitch –to sing collectively at the same pitch. Oak National Academy Unit: Finding My Singing Voice. Pupils explore the difference between their speaking, chanting and singing voice. Through echo songs and call-and-response songs, they begin to pitch-match, sing with increasing confidence and maintain a steady pulse while performing.	Children taking on the role of leader to set a starting pitch or in call and response songs. All children involved in a Phase Christmas Performance that includes choral singing. Pupils perform echo and call-and-response songs in pairs, small groups and as a whole class, demonstrating confident use of their singing voice and the ability to maintain a steady beat.
Autumn 2	Singing simple songs and singing games – to explore changes in dynamics levels - to learn to internalise beats and sounds. Oak National Academy Unit: Singing Together – How Singing Makes Me Feel. Pupils develop their confidence as singers through a range of songs and singing games. They learn to sing expressively, recognise changes in dynamics and tempo, and work collaboratively when performing with others.	Groups performing parts of songs to each other at different dynamic levels. Pupils perform songs to their class, demonstrating expressive singing, accurate pitch and an awareness of dynamics and tempo.
Spring 1	Singing a short chant or song and performing actions to the beat. Oak National Academy Unit: Compose and Create – Exploring and Performing Rhythm Patterns. Pupils explore rhythm through body percussion, untuned instruments and simple notation. They	Children learn to set the tempo for the group by singing 'Off we go' at the starting pitch. Pupils perform original rhythm patterns individually and in small groups using body percussion and percussion instruments.

	create, copy and perform rhythm patterns while maintaining a steady pulse.	
Spring 2	Singing short songs or chants and clapping 'the rhythm of the words'. Oak National Academy Unit: Music and Movement – Feeling the Pulse and Changing the Tempo. Pupils respond to music through movement while developing their understanding of pulse and tempo. They learn to recognise and control changes in speed through singing, movement and instrumental playing.	Children taking on the role of leader to set the starting pitch and tempo. Pupils perform movement sequences and musical activities that demonstrate their understanding of pulse and changing tempo.
Summer 1	Adapting lyrics of known songs to create new phrases Oak National Academy Unit: Compose and Create – High and Low Melodic Responses. Pupils explore high and low pitch through singing, listening and simple melodic composition. They experiment with creating and performing short melodic phrases using their voices and classroom instruments.	Playing singing games which involve solo singing Pupils perform simple melodic phrases, demonstrating their understanding of pitch through singing and instrumental playing.
Summer 2	Using known short songs/chants perform rhythms while some children tap the beat. Oak National Academy Unit: Singing for Performance – Changing Tempo and Dynamics in Our Songs. Pupils prepare songs for performance by developing vocal control, expression and ensemble skills. They learn how changes in tempo and dynamics can enhance a performance.	Groups clapping rhythms of a song while the others sing. Pupils perform songs confidently to an audience, demonstrating expressive singing, clear diction and control of tempo and dynamics.
Year 2	Lesson opportunities to sing and play instruments	Lesson performance opportunities (*performance opportunities from lessons can be developed into more formal events)
Autumn 1	Singing simple songs and showing pitch changes (melody) through hand-movement. Oak National Academy Unit: Start with Singing – Learning Through Singing Games. Pupils develop confidence and accuracy through a range of singing games. They strengthen their ability to maintain a steady pulse, sing expressively, respond to musical cues and work collaboratively while developing pitch accuracy and vocal control.	Performing different call and response patterns in groups to the class. All children involved in a Phase Christmas Performance that includes choral singing. Pupils perform singing games in pairs, small groups and as a whole class, demonstrating confident singing, accurate responses and an increasingly secure sense of pulse.

Autumn 2	Using known songs, children distinguish between pulse and rhythm. They learn to use the spoken rhythm names ta and te-te. Oak National Academy Unit: Singing Together – How Singing Helps Us Work Together. Pupils explore how singing brings people together across different communities and cultures. They develop ensemble skills by listening carefully, blending their voices and performing with increasing confidence and expression.	Different groups perform actions to the pulse or rhythm of a song while the rest of the class sing. Pupils perform songs collaboratively, demonstrating good listening skills, expressive singing and the ability to sing successfully as part of an ensemble.
Spring 1	Using known songs, children improvise new phrases. Oak National Academy Unit: Compose and Create – Recording Our Musical Ideas Using a Graphic Score. Pupils create, organise and record their own musical ideas using graphic symbols. They explore how sounds can be represented visually before performing and evaluating their compositions.	Improvising new phrases individually or in pairs while the rest of the class listen. Pupils perform original compositions from their graphic scores, explaining how their symbols represent musical ideas and sounds.
Spring 2	Singing short songs to experiment with different dynamics and selecting the most appropriate. Oak National Academy Unit: Music and Movement – Using Symbols to Represent Pitch. Pupils develop their understanding of pitch through singing, movement and instrumental playing. They learn how musical symbols can represent higher and lower sounds while improving their ability to recognise and perform simple melodic patterns.	Small groups perform to the rest of the class demonstrating their chosen dynamic changes (getting louder/quieter). Pupils perform short melodic phrases using voice and instruments, demonstrating an understanding of pitch through movement and simple notation.
Summer 1	Identifying the singing names (solfa) for the pitches soh (higher) and me (lower). Oak National Academy Unit: Compose and Create – Improvising with Four Notes. Pupils develop confidence in improvisation by creating short melodic phrases using a limited set of notes. They listen, respond and refine their musical ideas while exploring different ways to create expressive melodies.	Performing simple two-pitch songs whilst using the solfa hand signs for soh and me. Pupils improvise and perform short melodic phrases individually and with partners, demonstrating creativity, musical control and confident performance skills.
Summer 2	Using known soh-me songs, children compose a new melody for a phrase changing the order of these two pitches. Oak National Academy Unit: Singing for Performance – Adding a Simple Vocal Accompaniment. Pupils prepare songs for performance by adding simple	Children performing the new phrases they have composed to the rest of the group. Pupils perform songs with simple vocal accompaniments, demonstrating secure ensemble skills, expressive singing and confident performance to an audience.

	vocal accompaniments and singing with increasing independence. They develop ensemble awareness, expressive singing and confidence when performing to an audience.	
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Key Stage 2

Year 3	Lesson opportunities to sing and play instruments	Lesson performance opportunities (*performance opportunities from lessons can be developed into more formal events)
Autumn 1	Singing simple echo songs, children pitch match the leader. Oak National Academy Unit: Start with Playing – Adding Percussive Layers to Build Texture in Our Songs. Pupils develop their ensemble skills by combining body percussion and untuned percussion to create layered accompaniments. They explore pulse, rhythm and texture while learning how different rhythmic parts work together.	Children take on the role of leader and are encouraged to vary the starting pitch. All children involved in a Phase Christmas Performance that includes choral singing. Pupils perform songs with layered percussion accompaniments, demonstrating secure pulse, rhythmic accuracy and an understanding of musical texture.
Autumn 2	Singing songs to raise awareness of pitch. Oak National Academy Unit: Singing Together – How Songs Are Used in Communities. Pupils explore how songs bring people together in different cultures and communities. They develop vocal technique, expression and confidence while singing as part of an ensemble.	Performing actions that mimic the melodic shape of song phrases. Pupils perform songs as a class, demonstrating expressive singing, accurate pitching and an awareness of the purpose of music within different communities
Spring 1	Learning about good posture for singing. Raising awareness of dynamics. Oak National Academy Unit: Compose and Create – Notating and Performing Using Rhythm Grids. Pupils compose, record and perform rhythmic patterns using rhythm grids. They develop their understanding of notation, rhythmic accuracy and performance skills while creating and evaluating their own compositions.	Performing with well-supported breath (good posture) to control dynamics. Pupils perform their own rhythmic compositions from notation, demonstrating accurate timing, confident performance and an understanding of simple rhythmic notation.

Spring 2	Playing 'Thinking Voice' singing games, children learn to internalise a new song. Oak National Academy Unit: Playing Together – Building Texture with Melody, Drone and Ostinato. Pupils perform as an ensemble by combining melody, drone and ostinato. They develop listening skills and learn how different musical parts combine to create texture and interest.	Performing as a class with the challenge of using the Thinking Voice (i.e. being silent while internalising) for certain sections. Pupils perform ensemble pieces using melody, drone and ostinato, demonstrating effective collaboration and secure ensemble playing.
Summer 1	Using known songs, use percussion instruments to create accompaniments (pulse or beat + rhythm). Oak National Academy Unit: Compose and Create – Major Pentatonic Melodies. Pupils compose and perform melodies using the major pentatonic scale. They explore pitch, melodic shape and simple notation while creating original musical ideas.	Performing a piece with several parts – instruments playing the pulse/beat or the rhythm with singers. Pupils perform original pentatonic melodies using voices and classroom instruments, demonstrating creativity, melodic accuracy and confident musicianship.
Summer 2	Marking the phrases of a song with actions whilst singing. Oak National Academy Unit: Singing for Performance – Holding a Second Part in Rounds and Partner Songs. Pupils develop independence as singers by performing rounds and partner songs. They learn to maintain their own musical part while listening carefully to others, building confidence and ensemble awareness.	Singing with one sustained breath for each melodic phrase. Pupils perform rounds and partner songs to an audience, demonstrating part-singing, vocal control, musical independence and confident ensemble performance.

Year 4	Lesson opportunities to sing and play instruments	Lesson performance opportunities (*performance opportunities from lessons can be developed into more formal events)
Autumn 1	Singing songs that have a metre of 4 beats. Oak National Academy Unit: Start with Playing – Adding Layers to Major and Minor Songs. Pupils develop ensemble skills by combining rhythmic and melodic accompaniments to songs in both major and minor keys. They explore texture, pulse and harmony while performing with increasing confidence and accuracy.	Performing songs and using actions or instruments to emphasise the feel of the pattern of 4 beats (strong, weak, weak, weak) All children involved in a Phase Christmas Performance that includes choral singing. Pupils perform songs with layered instrumental accompaniments, demonstrating secure pulse, ensemble

		awareness and an understanding of the contrasting moods created by major and minor keys.
Autumn 2	Comparing differences in pitch, dynamics and tempo. Oak National Academy Unit: Singing Together – How Stories Are Shared Through Song. Pupils explore how songs have been used to tell stories throughout history and across different cultures. They develop expressive singing, clear diction and confidence when performing narrative songs.	Performing songs with control of pitch, dynamics and tempo. Pupils perform storytelling songs to an audience, using expression, dynamics and vocal control to communicate character and meaning.
Spring 1	Using known songs or chant, practising using the spoken rhythm names for simple time, 'ta' and 'teh teh'. Oak National Academy Unit: Compose and Create – Improvising Within Hindustani Classical Music. Pupils explore the musical traditions of Hindustani classical music through listening, improvisation and performance. They develop confidence in creating their own musical ideas using appropriate scales, rhythms and performance techniques.	Performing songs with body percussion rhythms. Pupils improvise and perform short musical phrases inspired by Hindustani classical music, demonstrating creativity, careful listening and respect for another musical tradition.
Spring 2	Singing games with a focus on movement of pitch. Oak National Academy Unit: Playing Together – Effective Rehearsing as Part of an Ensemble. Pupils develop the rehearsal techniques needed to perform successfully as part of a group. They learn to listen critically, refine performances and work collaboratively to improve musical accuracy and expression.	Performing songs using hand movements to show movement of pitch – using hand signs for 'soh me' in particular 2-pitch songs. Pupils rehearse and perform ensemble pieces, demonstrating effective teamwork, accurate timing and confident musicianship.
Summer 1	Using known songs and singing games to develop improvising skills. Oak National Academy Unit: Compose and Create – Composing a Major Melody on a Stave. Pupils compose original melodies using standard staff notation. They develop their understanding of pitch, rhythm and melodic shape while learning how to record and refine their musical ideas accurately.	Performing a musical game where children respond with a rhythm phrase of a song that is different to an initial phrase. Pupils perform their own notated melodies using voices or classroom instruments, demonstrating secure understanding of pitch, rhythm and notation.
Summer 2	Using known songs and singing games to develop improvising/composing skills on pitched percussion.	Performing known song phrases (soh-me songs) on pitched percussion (G.E.) and re-

	Oak National Academy Unit: Singing for Performance – Discovering Different Ways to Sing in Harmony. Pupils develop their ability to sing in harmony through partner songs, rounds and simple two-part singing. They build confidence in maintaining an independent part while listening carefully to others.	ordering the pitches to create new melodies. Playing and singing these new melodies. Pupils perform songs in harmony to an audience, demonstrating vocal independence, accurate pitching and confident ensemble singing.
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Year 5	Lesson opportunities to sing and play instruments	Lesson performance opportunities (*performance opportunities from lessons can be developed into more formal events)
Autumn 1	Singing and identifying phrases – the basic building blocks in a piece of music. Oak National Academy Unit: Start with Playing – Creating Musical Conversations. Pupils develop ensemble performance skills by using tuned and untuned percussion to create musical conversations. They explore rhythm, texture and phrasing while listening and responding sensitively to others.	Singing and identifying phrase lengths by counting beats. All children involved in a Phase Christmas Performance that includes choral singing. Pupils perform ensemble pieces that demonstrate musical dialogue, secure pulse and confident rhythmic accuracy.
Autumn 2	Singing songs with an emphasis on further developing sound quality. Oak National Academy Unit: Singing Together – Songs That Bring Us Together. Pupils explore songs from different cultures and traditions, developing expressive singing, vocal control and ensemble awareness. They consider how music can communicate identity, celebration and community.	Playing pitch challenge game – a series of leaders start songs at a new starting pitch – was it higher or lower? Pupils perform a range of songs demonstrating expressive singing, accurate pitching and confident ensemble performance.
Spring 1	Learning a third solfa 'singing name' (lah-soh-me) and songs using these pitches. Oak National Academy Unit: Compose and Create – Improvising with the Blues Scale. Pupils investigate the musical features of blues music before improvising and composing their own melodic ideas using the blues scale. They	Singing phrases of songs and using the hand-signs for lah-soh-me. Performing the 'Singing Piano' game. Pupils improvise and perform short blues melodies, demonstrating creativity, expressive playing and secure understanding of the blues style.

	develop confidence in creating and refining original musical phrases.	
Spring 2	Two-part singing using a drone. Oak National Academy Unit: Playing Together – Performing as an Ensemble. Pupils rehearse and refine ensemble performances, developing accuracy, balance and musical expression. They evaluate their performances and make improvements through collaborative rehearsal.	Participating in two-part singing of melody with drone. Pupils perform ensemble pieces to an audience, demonstrating confident teamwork, musical accuracy and expressive performance.
Summer 1	Legato singing. Oak National Academy Unit: Compose and Create – Composing Melodies with Chords. Pupils compose original melodies supported by simple chord patterns. They develop their understanding of harmony, melody and structure while recording and refining their musical ideas.	Performing songs that require smooth (legato) singing. Pupils perform their own compositions, demonstrating secure understanding of melody, harmony and confident ensemble performance.
Summer 2	Two-part singing: song melody and rhythm ostinato. Oak National Academy Unit: Singing for Performance – Singing Confidently in Two Parts. Pupils develop independence as singers by performing rounds, partner songs and simple two-part harmony. They strengthen listening skills, vocal control and confidence when performing as part of a group.	Performing songs with rhythm ostinato accompaniments. Pupils perform two-part songs to an audience, demonstrating vocal independence, accurate pitching and confident ensemble singing.

Year 6	Lesson opportunities to sing and play instruments	Lesson performance opportunities (*performance opportunities from lessons can be developed into more formal events)
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Autumn 1	Performing songs with rhythm ostinato accompaniments. Oak National Academy Unit: Start with Playing – Exploring Syncopated Rhythms. Pupils develop ensemble skills by exploring syncopated rhythms through tuned and untuned percussion. They strengthen rhythmic accuracy, listening skills and confidence when performing increasingly complex rhythmic patterns.	Performing songs and singing games with the tone-set s-m-d All children involved in a Phase Christmas Performance that includes choral singing. Pupils perform syncopated ensemble pieces, demonstrating rhythmic accuracy, secure pulse and confident collaboration within a group.
Autumn 2	Learning songs and singing games with the additional note ray. Oak National Academy Unit: Singing Together – Singing with Confidence and Expression. Pupils refine their vocal technique through a diverse repertoire of songs. They develop expressive singing, accurate pitching, dynamic control and musical independence while performing as part of an ensemble.	Children sing in two-part music, song melody and melodic ostinato (a repeated pattern of notes). Pupils perform songs to an audience, demonstrating expressive singing, vocal control and confident ensemble performance.
Spring 1	Two-part vocal music. Oak National Academy Unit: Compose and Create – Composing Music for a Purpose. Pupils compose original music to communicate a chosen mood, story or theme. They apply their understanding of melody, rhythm, texture and structure to create, refine and evaluate their own compositions.	Performing vocally in two-parts using overlapping phrases and melodic ostinato. Pupils perform and evaluate their original compositions, explaining how musical choices communicate their intended ideas and emotions.
Spring 2	Learning a new song via notation. Oak National Academy Unit: Playing Together – Rehearsing and Refining an Ensemble Performance. Pupils rehearse increasingly challenging ensemble pieces, developing leadership, collaboration and critical listening skills. They learn how effective rehearsal improves musical performance.	Performing a song with the help of notation. Pupils perform polished ensemble pieces, demonstrating musical accuracy, confident leadership and effective collaboration.
Summer 1	Revisiting repertoire learned over the year. Oak National Academy Unit: Compose and Create – Developing and Refining Original Compositions. Pupils revisit and improve their compositions by refining melody, rhythm, harmony and structure. They evaluate their work and make thoughtful musical decisions to strengthen the overall performance.	Practising the performance of songs in order to reinforce skills, understanding and knowledge. Pupils perform their refined compositions, demonstrating creativity, technical control and confidence when sharing their work with others.

Summer 2	Learning songs for a Leavers' production. Oak National Academy Unit: Compose and Create – Developing and Refining Original Compositions. Pupils revisit and improve their compositions by refining melody, rhythm, harmony and structure. They evaluate their work and make thoughtful musical decisions to strengthen the overall performance.	Performing in a large-scale Musical to an audience. Pupils perform in the Year 6 production, demonstrating confident singing, secure ensemble skills and expressive performance to a wider audience.
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Part B: Co-curricular music

Part C: Musical experiences

Throughout the year, pupils have regular opportunities to perform through class assemblies, seasonal productions and whole-school celebrations. In 2026–27, Thomas Buxton Primary School is proud to have been selected as **one of only five London primary schools** to take part in the **Disney Musicals in Schools** programme. Working alongside musical theatre professionals, staff and pupils will develop and stage a musical production while building sustainable expertise in performing arts across the school.

Pupils will also take part in **Young Voices**, performing as part of one of the world's largest school choir concerts, and celebrate **Sing Up Day**, joining schools across the country in a national celebration of singing.

Alongside these events, pupils will perform in Christmas productions, class assemblies featuring musical performances, the Summer Music Celebration and the Year 6 Leavers' Production, ensuring every child has opportunities to perform for an audience throughout the year.

	Autumn	Spring	Summer
EYFS	Christmas production	Singing assemblies	Summer Music Celebration
Key Stage 1	Class assemblies featuring musical performances. Christmas production. Hackney Empire pantomime visit. Disney Musicals in Schools rehearsals (where appropriate).	Class assemblies featuring musical performances. Sing Up Day celebration.	Class assemblies featuring musical performances. Summer Music Celebration. Disney Musicals in Schools performance (where appropriate).
Key Stage 2	Class assemblies featuring musical performances. Christmas production. Choir performances. Hackney Empire pantomime visit. Disney Musicals in Schools rehearsals.	Class assemblies featuring musical performances. Choir performances. Young Voices concert. Sing Up Day celebration.	Class assemblies featuring musical performances. Summer Music Celebration. Year 6 Leavers' Production. Disney Musicals in Schools performance.

In the future

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

- During 2026–27 and beyond, Thomas Buxton Primary School will continue to strengthen its music provision by:
- Embedding the **Oak National Academy** curriculum across all year groups to ensure a coherent, progressive and high-quality music curriculum.
- Continuing to develop pupils' singing through the **Voices Foundation** programme, ensuring singing remains at the heart of school life.
- Further developing staff confidence and subject knowledge through professional development and support from **Tower Hamlets Arts & Music Education Service (THAMES)**.
- Building on our participation in the **Disney Musicals in Schools** programme to develop sustainable expertise in musical theatre and performance across the school.
- Expanding opportunities for pupils to perform through class assemblies, seasonal productions, **Young Voices**, **Sing Up Day** and whole-school celebrations.
- Exploring opportunities to extend extra-curricular music provision, including the development of a school choir and wider opportunities for instrumental learning in partnership with THAMES.
- Continuing to provide opportunities for pupils to experience high-quality live performances, including visits to professional musical theatre productions.
- Reviewing and evaluating our music curriculum annually to ensure it remains ambitious, inclusive and accessible for all pupils.

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes 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.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.