

Music development plan summary: Anstey Junior School

Overview

Detail	Information
Academic year that this summary covers	2025 - 26
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Rachael Jennings
Name of school leadership team member with responsibility for music (if different)	Emma Humphrey
Name of local music hub	Hampshire Music Service
Name of other music education organisation(s) (if partnership in place)	Music Mark

Part A: Curriculum music

[Anstey Junior School music rationale](#)

Each year, the music leads develops and updates a curriculum map for music, linked to our topic-based curriculum. These are explained on our half-termly year group topic webs:

[Topic webs](#)

The curriculum map incorporates units from Hampshire Music Service, which are aligned with the Model Music Curriculum, and so is accessible for all members of teaching staff. These practical, class-based music lessons are delivered in weekly 45 minute sessions. Many of the units taught provide the opportunity for children to use tuned and untuned percussion instruments, using different techniques and learning how to collaborate through composition, collaboration, rehearsal, refinement and performance. They gradually build knowledge of musical terms and vocabulary, and how to translate these into written compositions.

Further to these class sessions, all children take part in a weekly 15 minute music assembly, focussing on listening and appreciating music from a range of genres and singing to build up a repertoire of songs. Here, there are opportunities to sing in rounds and harmony, and to accompany with percussion instruments. Children who learn instruments either at or outside of school are regularly invited to perform, and all abilities are celebrated.

Specialist music tuition is provided to every child by specialist music teachers from Hampshire Music Society. Currently this takes place during the Autumn term of Year 4, with children learning to play either flute, clarinet, trumpet or trombone in twice-weekly ensemble sessions. Families then have the opportunity to continue these lessons privately for as long as their child attends Anstey. In some cases, this is paid for with Pupil Premium funding to maintain accessibility for as many children as possible. Instruments are provided free of charge to all for through the entire duration of the lessons; this scheme can be extended into Year 7, supporting those who wish to continue learning as they leave Anstey and move to secondary school.

Part B: Co-curricular music

As outlined in Section A above, Anstey offers all children from Year 4 and above the opportunity to continue learning to play either flute, clarinet, trumpet or trombone in twice-weekly ensemble sessions, delivered by specialist music teachers from Hampshire Music Service. Each participant has one 20 minute session with others from their year group learning the same instrument as well as another 20 minute ensemble session for all instrumentalists in the year. This combination supports them in learning their own part or piece before learning to play as part of a larger group, and helps them to understand the structure and composition of more complex pieces. They are then more able to apply this to their whole-class lessons, and own compositions and performances. Currently, just over 30 children participate in these lessons, of whom 11 have continued from Year 4 through to Year 6.

All pupils are also offered the opportunity to participate in small group sessions with iRock School of Music. Here, they can learn an instrument of their choice, either drums, keyboard, guitar, bass guitar or voice. Weekly band rehearsals are led by a specialist coach; together with their coach, children choose a pop song to practise and learn by heart, ready for a termly performance to which their adults as well as the whole school are invited. The coach adapts each musician's part according to their level of skill, often making changes during the term according to individual learners' progress, including some solo elements. In some cases, coaches support bands to write their own song, developing parts for each instrument and writing lyrics to fit, considering the structure and style ahead of their final performance. Further to band sessions during school time, iRock also offer week-long summer schools, during August, one of which is based at Anstey Junior. Several students have attended these, enabling them to rehearse and play a wider range of songs with band members they may never have met before, culminating in a performance and recording of their new repertoire.

Throughout the year, Anstey Junior School offers a wide range of free extra-curricular clubs to all year groups, including a variety of music groups led by the music lead with the support of other staff. These have recently included a weekly choir, xylophone group and a singing group who learned songs from the musicals which they then performed collaboratively with other local schools.

Part C: Musical experiences

Performance is embedded in the Anstey music curriculum. Every child has the opportunity to perform to their peers during and at the end of each unit of class-based learning; this may be their own class, the parallel class or children from a different year group, and means they sing to and play instruments in front of an audience every half term.

Children who attend teacher-led music groups, such as choir or percussion groups, perform regularly during whole-school music assemblies, as do those who learn instruments outside of school. In some cases, different sections of a Beyond the Beat group performed separately before combining, demonstrating how pieces can be made up of several layers and how these can fit together to enhance each other. This assembly slot is very popular, a chance to showcase and celebrate the dedication and achievements of all, at all levels, and has been inspirational to many. As a consequence, the school has seen more interest in learning piano or keyboard, or joining percussion the group, with those who are already learning teaching their friends during lunchtimes.

Further to this, throughout the year, all children have opportunities to perform to audiences from within school and the wider school community, including people they do not know. Those who learn instruments with iRock perform in a termly concert at school, whilst Beyond the Beat instrumentalists visit a local secondary to collaborate with students studying Music GCSE. All members of Year 4 participate in the Autumn term concert, along with those learners from Years 5 and 6, with subsequent terms being open to those who continue with the programme. These concerts are very exciting and inspirational for Anstey children, experiences which they thoroughly enjoy. Not only can they share their own achievements but also see and hear what they could be doing in future; many are struck by the progression in skill, which is now open to them and is demonstrably attainable.

The music lead has also taken a singing group to participate in a concert organised by a local secondary school, involving their Show Choir and groups from several other local primary schools. The Anstey groups committed to learn and perform a song a capella, accompanied by some untuned percussion, as well as a song from Matilda and their section of a song which all the schools shared. This was a thoroughly collaborative experience, involving rehearsals led by the secondary Music lead, combining different groups who had never met, and for many in a new venue.

Every year, each year group stages a musical performance or celebration to which parents, carers and other members of the wider school community are invited. Year 3 celebrate Christmas, singing a mixture of traditional carols and more modern songs mingled in with narrative and drama; this helps children to understand how music can be used both to tell a story itself and to enhance it. Year 4 learn songs for a Harvest assembly, which are accompanied by clapping and by all and playing percussion instruments by some; Year 5 build on this during their Easter assembly. A significant

part of the Year 6 music curriculum is their Leavers' production: for this, individuals audition for singing roles and perform solos and duets as part of the production. Most participate as part of a small group, whilst all children join in for choruses and other songs. Again, different styles of music are used to tell and to enhance the story, and children experience the excitement and reward of collaborating, rehearsing, refining and performing. The Leavers' production is a high point of the year, and one which many children look forward to from Year 3 onwards.

Further to this, Y6 staff have re-established pre-covid links with a local care home. Groups of children visit in then summer term to sing to and with residents, and to better understand first hand the value of sharing musical experiences of any shape or size.

At Anstey, staff understand that musical performance can be a daunting prospect for some. These children are identified early, during rehearsals, and supported accordingly. A range of opportunities is provided to enable all learners to participate with confidence, for example reading from a simplified score, sitting near trusted friends or adults or in a carefully-chosen place, joining in with a repeated chorus or watching a rehearsal to better understand the format before joining in.

The music lead is committed to increasing the range of musical experiences offered outside of school. In July 2024, 50+ children attended the HMS-led Primary Prom at the Basingstoke Anvil. They experienced a range of live performances from youth orchestras, brass ensembles, a tuned percussion group, school choirs and a drumming group, as well as joining in with the wider audience and instrumentalists to sing. Families did have to pay for this, to cover travel costs, with the school subsidising some children with Pupil Premium funding.

In the future

The music lead will continue to review the school music provision to ensure planning provides thorough coverage of curriculum objectives alongside cohesive progression of skills and knowledge. She will also continue to observe teaching and learning, and deliver staff training as needed, for example to highlight strategies for differentiation so every child can access music learning at their own level.

As part of this ongoing review, she will audit the use of technology in music, ensuring a variety of instruments and technology is planned for and used throughout the year, and by all year groups, showing clear progression.

Further to this, she is committed to increasing the range of musical enrichment offered outside of school; she is investigating opportunities for children to experience high quality live performances as well as collaborating with new groups. Preparations are underway for the Big Sing at a local secondary school in the Autumn term and a visit from a local secondary Big Band, along with other potential events such as the Primary Prom and further cluster collaborations later in the year.

To support this, she will continue to extend the range of inclusion and diversity within music at Anstey, focussing initially on singing and reviewing the content of weekly singing assemblies to ensure children are exposed to and can access a wide range of genres and styles. This will inform song choices for the school singing club and any other music groups such as tuned percussion.