



Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Zohreh Mahmoudi
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	BEAT
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

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupil can achieve.

At Danegrove Primary School, pupils follow a rich, diverse and challenging music curriculum designed to ensure that music is accessible to everyone and that every child experiences the joy of music-making. The school uses the national model music curriculum to shape coverage, planning and implementation, Charanga (Music Scheme) providing structured resources to support delivery. Every class has a 45-minute weekly music session, delivered by the music lead. This ensures pupils benefit from expert teaching, consistent curriculum coverage and a strong foundation in musical skills.

Music is taught from EYFS through KS1 and KS2, beginning with exploratory, play-led musical activities in EYFS and progressing through structured Charanga units that develop singing, pulse and rhythm, listening and appraising, composition and performance skills. From Year 3, pupils begin melodic instrument tuition, and in Year 4 they learn samba drums, steel pans and djembe through specialist teaching.

Alongside this, the curriculum is intentionally diverse, inclusive and culturally rich, ensuring that pupils encounter a wide range of composers, performers and musical traditions. Representation is embedded as a golden thread across all phases, with pupils learning about influential women in music such as Florence Price, Ethel Smyth, Chiquinha Gonzaga, Carole King and Debbie Wiseman, as well as musicians from a variety of cultural and global backgrounds including Bob Marley, Yahya Khalil, Nkeiru Okoye and artists from Brazilian samba traditions. Listening, performing and composing activities draw on music from around the world, helping pupils understand the social, historical and cultural contexts of music while challenging stereotypes and promoting aspiration. This approach ensures that representation is meaningful and progressive, supports equality of access and strengthens pupils' understanding of music as a universal form of expression that connects people, cultures and communities.

Music is taught from EYFS through KS1 and KS2. In EYFS, pupils begin with exploratory, play-led musical activities that emphasise singing, experimenting with sound and simple instrumental play. In years 1 and 2, pupils build on these foundations through structured Charanga units that develop singing, pulse and rhythm, listening and appraising, composition and performance skills using both vocal and classroom percussion activities.

Across KS1 and KS2 there is a continued focus on the four interrelated strands of music: singing; performance and instrumental playing; composing; and listening and appraising. From Year 3, pupils begin a programme of melodic instrument tuition, starting with the glockenspiel. In Year 4, pupils learn samba drums, steel pans and djembe as part of a specialist teacher-led programme, providing theory and musicianship development. In Years 5 and 6, pupils continue to build on these skills through increasingly challenging singing, instrumental and composition work.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Danegrove offers a range of co-curricular music opportunities to extend pupils' musical participation beyond the classroom. The school runs a junior choir which gives pupils regular ensemble singing experience and performance opportunities. In partnership with BEAT, Danegrove also provides a variety of one-to-one instrumental lessons, including piano, guitar, violin and flute. These lessons are optional and paid for by families; however, they ensure that all pupils have the opportunity to learn an instrument in school and to develop technical proficiency on their chosen instrument.

The school choir provides a structured progression route for pupils who enjoy singing and want to develop their ensemble skills beyond classroom lessons. Choir members rehearse weekly and learn to sing in parts, follow a conductor and perform with increasing musical independence. The choir represents the school at a range of events. These opportunities enable pupils to experience high-quality ensemble singing, build confidence and develop a strong musical identity.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Danegrove provides a varied and carefully planned programme of musical experiences throughout the school year to give pupils regular opportunities to perform, share and deepen their musical learning. In KS1, pupils take part in the annual infant music festival, where they sing alongside other schools and perform in front of a wider audience, helping them develop early confidence and enjoyment in performing. Reception and year 1 perform songs as part of the Winter Festival Sing-a-long, with year 2 also singing as part of their Christmas nativity, giving pupils repeated opportunities to rehearse, perform and celebrate their musical progress in front of familiar audiences.

In KS2, pupils continue to develop their performance skills through a wide range of opportunities, including class assemblies, the year 6 production and seasonal celebrations. Alongside these whole-cohort experiences, the choir takes a leading

role in representing the school at key musical events. It is the choir who participate in the annual Barnet Music Festival, singing collaboratively with other schools and performing to a large public audience. The choir also includes pupils who show particular strength in drumming or glockenspiel, enabling them to perform as part of the ensemble and showcase their developing musicianship at the annual Barnet Music Festival. These opportunities allow KS2 pupils to apply their musical skills in increasingly challenging and authentic performance contexts.

Across the whole school, pupils come together for the Christmas sing-along, and the choir plays a central role in leading and supporting these celebrations. The choir also performs at the Christmas and summer fairs and represents Danegrove in the wider community. This includes singing at a local shopping centre during the Christmas period and visiting Friends in Need to perform for older members of the community. These shared experiences strengthen pupils' confidence, sense of belonging and enjoyment of music, while also helping them understand the role of music in bringing people together.

Year 4 pupils give termly drumming performances for their parents, showcasing the skills they develop through their year-long specialist drumming programme. These performances highlight pupils' progress in rhythm, ensemble playing and musical discipline, and give families the opportunity to see the impact of sustained instrumental learning.

Weekly SEND Music Time sessions provide inclusive access to music-making for pupils with SEND. These sessions include singing, instrument playing and sensory musical activities, ensuring that all pupils can participate meaningfully in musical learning and experience success. Parent volunteers also support some activities across the year, helping to enrich the musical opportunities available to pupils.

In the Future

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

Our intention is that all children will leave Danegrove School knowing they are musicians, with a depth of musical knowledge and experience providing them with a life-long enjoyment and understanding of music. school aims to embed musical learning so that pupils have sustained opportunities to sing, play, compose and listen across a breadth of repertoire and contexts, enabling lasting musical skills and positive attitudes towards music.

Next steps:

- Introduce and timetable regular small-ensemble or group instrumental clubs — such as a jazz swing band, a primary school orchestra, ukulele groups and

percussion ensembles — to provide clear pathways between individual instrumental lessons and larger performance opportunities, supported by additional staff where needed.

- Develop weekly singing assemblies to strengthen early vocal confidence, pitch awareness and whole-school singing culture.
- Collect pupil, parent and community feedback after key musical events to evaluate impact (confidence, musical skills, community links) and use this to inform future programming.
- Develop the year 6 performance to ensure pupils have opportunities to sing, act and perform on instruments.
- Following the development of ensemble skills, integrate pupils who play instruments into the choir where appropriate, strengthening ensemble progression, musical identity and the quality of choral performances.
- Plan opportunities for pupils to take part in large-scale musical events (e.g., O2 Young Voices, orchestral showcase nights).
- Provide opportunities for pupils to attend external performances (e.g., orchestral concerts, theatre productions, community music events) to broaden cultural exposure and inspire musical aspiration.
- Create structured opportunities for older pupils to perform for younger pupils, including choir performances for KS1, to inspire early musical engagement and allow pupils to experience live singing and instrumental music within school.

Further information

Visit the [Barnet Education Arts Trust](#) (BEAT) webpage or the DfE [guide for parents and young people](#) on how you and your child can get involved in music in and out of school, and where you can go to for support beyond the school.