



Music Development Plan Summary

Motivate • Educate • Achieve

Date of Policy: September 2024

Reviewed: June 2025 in consultation with staff

Ratified by the Full Governing Body: 15 July 2025

Date of Next Review: July 2026

Overview

Detail	Information
Academic year that this summary covers	2024-2026
Date this summary was published	Updated June 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Mrs G Harris
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Birmingham
Name of other music education organisation(s) (if partnership in place)	

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 pupils can achieve.

As a school, we value music and the contributions this can make to the wider development of a child. We want our pupils to enjoy music and encourage them to develop a love of music.

The music scheme we use, Charanga, progressively introduces our children to music from all around the world, across the generations and teaches the children to respect and appreciate music of all traditions and customs. The history and cultural context of music is explored within music lessons and in cross-curricular learning and discussed to develop the children’s understanding and love of music.

Charanga allows the staff to deliver the music curriculum with confidence and increasing knowledge, without increasing workload. The scheme is comprehensive and progressive through the strands of performing, listening, composing as well as the elements of music, pitch, duration, dynamics, tempo, textures and timbre.

We have adapted the Charanga scheme to create a bespoke long-term plan for our school, where units are designed to fit the context of our classes. This ensures the learning of musical knowledge and skills is sequential from EYFS to Year 6, and National Curriculum aims are met. Within each unit, learning is based around a focus song. Music lessons then progressively draw out a range of music elements by creating opportunities for children to interact and explore these songs. Children will listen and analyse critically, sing, improvise, compose and perform, as well as gain understanding of the musical elements as building blocks within music.

Within the singing and performance aspects of each unit, children are taught how to sing fluently and expressively, play and tuned and untuned instruments, and use this learning to create their own improvisations and compositions on a range of instruments and using online music production tools. By following this clear sequence of learning in our spiral curriculum, the

Our School Values: *We are respectful, ambitious, creative, inclusive, independent and we persevere.*

children are able to reinforce their previous learning, apply their musical skills to different genres and times, and improve their recall and knowledge every year.

In every class, the children have weekly hour-long lessons (or the equivalent over a half-term). Our teachers make relevant adjustments and allow for differentiation, to ensure that music is inclusive and accessible for all learners.

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.

Further enrichment and co-curricular music opportunities are provided in school, with the aim of developing children's passion for music. In Year 3, the children learn ukelele alongside a specialist music teacher for the entire academic year. They continue to develop these skills throughout Year 4 too. This is funded by our school, and the children are then given the opportunity to perform during ukulele and guitar ensembles open to perform to parents and share their learning.

A team of specialised peripatetic teachers also deliver additional lessons in guitar for children in years five and six (electives). Again, these children have the chance to perform to parents and the rest of the school during ensemble assemblies.

Within the wider curriculum, our teachers are encouraged to use the resources within the Charanga scheme, to introduce the children to engaging songs that link to relevant curriculum areas, including History, Geography or PSHE. These are often enjoyed in our termly celebration assemblies, where classes share their work.

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.

Children have a weekly 'singing assembly' where they learn seasonal songs and hymns. These are then collectively sung in our assemblies, class assemblies, festive performances and concerts.

Throughout the year, we embrace any additional local opportunities for the children to gain new musical experiences and perform. For example, taking part in opportunities provided by Birmingham Arts School and through our consortia of schools for inter-school singing concerts to parents. These have been streamed live into classrooms for the whole school to appreciate.

In Key Stage 1, each class takes part in the annual Nativity Play and Easter Parade these include musical and drama performances. We hold a whole-school Christingle service; the Year 3/4/5/6 classes share Christmas Carols with parents, with festive prose, song and drama. During the summer term, all classes perform a class assembly to their parents and the EYFS, Year 2 and Year 6 classes each rehearse and perform an end of year production, including drama and singing, which is shared within our school and to parents/carers.

In the Future

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

Our action plan for music includes:

- Improving the effectiveness of Charanga use in classes.
- Considering and implementing an effective assessment format for Music across school.
- Continue increasing extra-curricular music opportunities across school.

These targets will be reviewed annually by the Music subject lead.