Music Development Plan Summary: Ashby Hill Top Primary School

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	Bek Mirner
Name of local music hub	Leicestershire Music Hub
Name of other music education organisation(s) (if partnership in place)	NA

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.

Curriculum – At Ashby Hill Top, we use the Charanga Music Scheme across the school.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Charanga's Music scheme which has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited, it is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose music.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Charanga Scheme, to ensure that children receive quality music lessons. We cover one unit per term, with music taught as a discrete lesson usually lasting an hour. Our lessons are taught with a combination of weekly sessions and focus days.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands to capture pupils' imagination and encourage them to explore music enthusiastically.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices as well as developing their skills playing tuned and untuned instruments. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context.The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The children are given opportunities to apply their skills and given a chance for collaboration through composition.

Lesson Delivery – Within each music session there will be the following elements:

1. A clear Learning Objective with focused Success Criteria which is used by both the teacher and the children to assess the lesson's work;
2. A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.

4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, improvisation, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

Charanga's Primary Music spiral curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tacking more complex tasks and doing more simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

Model music curriculum - The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.' We have taken the decision to deliver whole class instrument lessons using glockenspiels throughout the school, in order that children can become experts in playing, improvisation and composition through this familiar instrument. The reading of musical notation using this familiar instrument alongside music technology is given high priority. All KS2 children are provided with a personal Yumi account to access their learning electronically from home.

Planning - Our medium-term plans shows which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals. The medium term plans also detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, key stage 1

and key stage 2. Individual lesson plans include guidance on differentiation to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

SEND - Within our music curriculum, there is great consideration as to how all learners, including SEND are supported in lessons. We will strive to remove barriers to learning for pupils with SEND. Our young people are supported through a range of ways for example extra time may be given for learning songs, musical notation and instruments. On some occasions, adaptations may need to be made for children with physical disabilities or those struggling with sensory issues when ear defenders or breakout spaces may be used. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons.

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions include the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. The final lesson in each unit is filmed to ensure teachers can assess the children progress within that unit. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes and school peripatetic teachers.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching. They are also used by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards, achievements and provision, and to inform future provision and school development.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report. Formative assessments are recorded on our foundation subject assessment trackers.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Resources - There is a central store of:

- percussion instruments, including class set of 60 claves
- glockenspiels x class set of 30
- keyboards & two pianos
- boomwhackers
- chime bars

- Songbooks and Christmas Production packs
- CDs
- music stands
- recorders
- drums
- Guitars
- out of the ark access
- year group set of violins/violas/cellos and 1 harp

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as instruments and for composition.

Part B: Extra-curricular Music & Enrichment

We offer extracurricular activities including singing and 1:1 or small group peripatetic music lessons for drums, guitar, flute, theory and piano, which also provide children with experience of making music. An increasing proportion of pupils are involved.

During the course of the year, pupils in Key Stage 2 also have the opportunity to perform with our school choir or as part of the Young Voices Choir.

Small-scale performance takes place in the community, building on existing school links e.g. Ashby at Christmas.

We held a musical evening celebrating the talents of our many musicians and singers.

Part C: Musical Experiences

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music. Singing

Assemblies are a weekly highlight and Autumn term rehearsals for our Harvest Festival, Nativity and Carol Concert ensure children develop their singing to a very high standard. These performance opportunities are a highlight of our school year.

Across all key stages, children have a range of opportunities to experience live musical theatre performances. Visitors are also used to enhance the music curriculum where appropriate e.g. Year 1/2 drumming workshop.

Piano and Guitar Assemblies have been enjoyed by all and have promoted the take-up of peripatetic lessons within school. KS2 children performed capably at the annual Christmas concert at Holy Trinity church.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use music in real life and academic contexts e.g. history & PE.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and draws on the skills, talents and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music making, through support at events and through home learning.

In the future

CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery of curriculum music, specifically with regard to the Leicestershire Music Scheme.

Fundraising – proactively try to find additional funding for music (e.g. PTFA, fundraising in school from performances etc.)

Further information (optional)

Collaboration - The school is part of Symphony Learning Trust. The Music Subject Leader participates in termly Subject Development Group meetings.

CPD - We value the importance of quality first teaching and recognise the need for teachers to have a strong subject knowledge in music. Ongoing CPD is provided to teachers in the form of teacher videos for each music unit throughout the scheme. Staff are able to access training via National College Online.

Explore school band/ensemble – attempt to establish a music ensemble paid for by children to be run by a visiting music teacher.