



Music development plan summary: Maundene Primary School

Overview

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	September 25
Date this summary will be reviewed	September 26
Name of the school music lead	Miss V Branton
Name of school leadership team member with responsibility for music (if different)	Mrs L Jackson
Name of local music hub	Kent Music
Name of other music education organisation(s) (if partnership in place)	Andy Davis Music Ltd

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.

<p>Curriculum</p> <p>At Maundene, we use the Charanga Primary Music Scheme across the school. (English Model Music Curriculum) Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:</p> <ul style="list-style-type: none">• 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
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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 untuned instruments, improvising and composing music, and listening and responding to music.

Charanga's English Model Music Curriculum Scheme is aligned with the National Curriculum for Music and the non-statutory Model Music Curriculum (MMC) Guidance published by the DfE in 2021.

This Scheme provides clearly-sequenced units and lessons with week-by-week support for each year group. There are lesson plans, assessment documentation, a clear learning progression, as well as engaging and exciting songs and resources to support every lesson. Key Learning and Outcomes with 'I Can' statements are provided to be used alongside assessment grids.

The Charanga Scheme follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing musical confidence and enabling them to go further. Teachers can adapt their teaching to respond to the strengths and needs of the children they teach.

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 throughout the year – we cover one unit per half-term. Music is taught as a discrete lesson usually lasting 45mins.

Songs at the Heart of Each Lesson

At the centre of each step – each lesson – is a song around which the musical learning is centred. Each lesson has an easy-to-follow structure complemented by an array of supporting documents, lesson plans and resources that take you through listening, singing, performing, composing and improvising exercises with the children in your class.

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

Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music.

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 Intention with focused Success Criteria (some of which may be one or two of the Unit 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, 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 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 tackling 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.'



From September 2024, we will be using an expert music teacher to deliver a 10 week unit of work to our Year 4 class, who will be taught a whole class instrumental programme for ukuleles.

Planning

Our LTP and MTPs shows which of the units will be covered. The school and trust progression documents 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, provided by Charanga, 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.

Adaptation

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;
- Using teaching assistants to support the work of individuals or groups of children

SEND

We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

Assessment

On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Intention and Success Criteria and self and peer assessments of understanding, outcomes and progress. The last lesson in each unit is filmed to ensure teachers can assess the children progress. Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.



Resources

We have a range of percussion instruments.

There is a central store of:

- large percussion instruments
- selections of instruments from other cultures
- xylophones & glockenspiels
- one piano in the KS2 hall
- Songbooks and Christmas Production packs

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.

Kent Music is leading a Music Technology Outreach Scheme with the children in Year 5. These sessions are taught in groups of 15 and focus on ways to produce music on digital devices.

Children have the opportunity to join a Rock Steady Band where they can learn to play a specific instrument of their choice and join a 'band'. The children then participate in performances to the children across the school and parents at the end of each term.

Children in KS2 have the opportunity to join the Choir Club where they learn a variety of different songs from a range of genres of music. During the course of the year, children have opportunities to perform to a range of audiences through PTA events and Young Voices at the 02 arena.

Andy Davis Music Ltd provide Maundene with professional guitarists, pianists, drama teachers, singing teachers and drummers to provide 1:1 lessons to children.

Additionally, the children in Year 4 learn to play the ukulele in groups of 15 children.

Small-scale performance takes place in the community, building on existing school links e.g. Carols in the Community, KS2 carol service at the local church and Young voices, Year R Christmas sing-along, KS1 Christmas play and Year 6 end of year production.

Sing Up - The digital platform Sing Up is used to plan assemblies throughout the year, ensuring children are exposed to a variety of songs that follow different themes and genres.



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.

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. Across all key stages, children have a range of opportunities to experience live musical theatre performances which include Christmas pantomimes and to take part in musical performances, such as Christmas plays and nativities and Year 6 Summer performance. Pupils also have an annual visit from the Rock Steady Band and Andy Davis Music Ltd which gives children the opportunity to learn about the importance and enjoyment of music lessons in a fun way. 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. Visitors are also used to enhance the music curriculum where appropriate e.g. African Drumming. Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations. The overall provision is diverse, valuing all musical styles, genres and traditions equally.

In the future

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

Pupil Premium

Update the register of Pupil Premium children engaged in extracurricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision. Continue to use funding from Kent Music to subsidise music lessons provided for pupil premium children.

CPD and capacity planning

Plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery and develop understanding of the Online Platform - Sing Up.

Links with external music organisations

To support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert. Maintain ongoing contact with Kent Music, Andy Davis Ltd and also Rock Steady Band.

**Performance opportunities**

Broaden the range of performance opportunities for children in school and beyond for parents to attend: Young Voices, Spring and Summer Music Showcase Concert – for visiting music teachers' students, choir and music ensemble; class music assemblies for parents showcasing music curriculum music; Nativities and class/key stage productions.

School orchestra/ ensemble

Musical engagement with feeder secondary schools – look for opportunities to work with feeder secondary school for transition. Additional funding from hub/chariti

Additional funding from hub/charities/fundraising

Proactively try to find additional funding for music (e.g. PTA; local charities; fundraising in school from performances etc.)

Further information (optional)

Collaboration

The school is part of the Inspire Partnership Trust and the long term aim is for the Music Subject Leaders to participate 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 to be provided to teachers to support the teaching and learning of music across the school. Teachers of classes who receive whole class instrumental tuition will take part in the music lessons and develop their subject knowledge through learning a musical instrument alongside the class.