

Music development plan summary: Almondsbury C of E Primary School 2025-2026

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	Jenny Williams
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	WEMA
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.

Music is taught throughout the school from EYFS to Year 6 using the Model Music Curriculum through 'Charanga'. This is a progressive scheme that builds on the key elements of music in each year group.

In addition to the Charanga scheme, children in KS1 have a term of singing lessons provided by WEMA and in LKS2, children learn to play the ukulele. In these classes, sessions include work around developing an awareness of rhythm and beat. Children learn notation and are able to read simple music. They are taught musical terms and are expected to use these in discussing music they are reading and playing/singing. Children sing songs and have opportunities to refine and perform music to a wider audience of their peers and or parents.

All children receive music lessons on a rotational basis during PPA time. The combination of these lessons, weekly singing worship and Key Phase performances at various times of the year, ensures that children are receiving 1 hour of music per week.

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);

Providing resources depending on the ability of the child;

Using classroom assistants to support the work of individuals or groups of children

SEND - We strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach ensures that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding enables all pupils to achieve and succeed in music. More detail about the curriculum is available in our progression document for Music.

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. The first and last lesson in each unit includes a baseline assessment to gauge children's understanding of key concepts and is used to assess progress over the unit. Children who are showing a greater depth of understanding are also pushed further and signposted to external musical programmes. Assessments are used diagnostically by teachers to evaluate learning and inform teaching. 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.

Our planning is based on the National Curriculum and has been informed by the Charanga scheme of work and WEMA.

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.

WEMA has provided various workshops and whole-class tuition in recent years, from performance in assembly to whole class music tuition in the Ukulele. Their whole-class tuition programme has provided high-quality music education, tailored to meet the needs of our pupils. We offer extracurricular activities including choir and 1:1 or small group peripatetic music lessons for drums, guitar, violin, flute, trumpet and keyboard, 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, culminating in a trip to Birmingham to take part in the Young Voices Choir. Small-scale performance takes place in the community, building on existing school links e.g. the local residential home. Through the 'Bridge Family of Schools', children also have the opportunity to practise and perform songs with other local primary schools.

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 music performances courtesy of WEMA and Rocksteady Music and to take part in musical performances, such as Christmas and Easter plays and nativities, UKS2 Summer performance, and Arts focused outcome events. 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 (including dance). Visitors are also used to enhance the music curriculum where appropriate. 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; this is reflected in the clubs and enrichment programme and drawing 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

In future years, our Music Development Plan aims to achieve the following:

- To provide more whole-class ensemble projects delivered by a music specialist.
- Further develop performance opportunities for our young musicians throughout the school year.

- Further enhance our peri music offer to greater numbers of pupil premium children.
- Upskill other members of staff in the teaching of music.
- Continue to develop the assessment of music throughout the curriculum, focussing on the main elements.
- Identify other curriculum subjects where music could be included into the topic.