

Music development plan summary:

Alice Ingham Primary School

Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	14.3.25
Date this summary will be reviewed	July 2025
Name of the school music lead	Miss A. Entwistle
Name of school leadership team member with responsibility for music (if different)	Mrs L. Gibson Curriculum Lead
Name of local music hub	Rochdale
Name of other music education organisation(s) (if partnership in place)	Charanga

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 Alice Ingham Primary School, we use the Charanga Primary 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.

How This Subject is Taught

Music is taught using the Charanga scheme of learning. Charanga is a progressive program that enables pupils to reflect and build on their musical knowledge and skills. This scheme is taught from Reception to Year 6. In addition to Charanga, each Key Stage have weekly 20-minute singing sessions, led by members of staff. These include music appreciation and learning and performing songs in unison and in parts. Year 6 pupils also have one to one drum lesson provided by a specialist music teacher - these lessons are for 30 minutes, once a week.

Planning and Coverage

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in KS1 and KS2. It provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. Each academic year is broken into 6 units of work (1 per half term), each divided into 6 progressive steps. Each unit is designed to take approximately six weeks, often focused on a specific song or piece of music. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Each Unit of Work focuses on the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation

f. Composition

3. Performing

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different 3 musical activities enable a more secure, deeper learning and mastery of musical skills. The teacher can plan and provide the opportunity to embed a deeper learning, knowledge, understanding and skills.

- Teachers have been using Charanga in the progressive sequence which results in pupils being able to make links between skills.
- A variety of instruments are being used to support children's development. Music is a timetabled subject, with schemes of work and assessment in place. All students can access this curriculum from Year 1 to Year 6 which ensures the progression of skills and knowledge throughout each year group.
- Pupils with SEND can participate and progress well (supported by technology, tools and instruments), which enable music lessons to be fully inclusive for all pupils.
- Every child is entitled to learn to play a tuned instrument. Teachers will be supported in their instruction of glockenspiels through Charanga, and further tuned tuition is also available through the local music service.

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.

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 by:

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. Our ARP continues to use singing and rhymes to support and develop pupils' communication skills

Resources

1 steel drum
2 snare drums
4 pairs of castanets (wooden)
4 maracas
4 tambourines
2 pairs of wooden claves
1 rainstick
1 agogo bell
6 triangles with beaters
1 set of chime bars – incomplete
1 glockenspiel – incomplete
1 afuche
1 pair castanets (plastic)
4 finger bells
8 wrist jingle bells
1 sleighbell stick
4 symbols
1 octave of Wak-a-tubes – incomplete
3 t-bar wooden blocks
1 guiro

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.

Our pupils sing tunefully and with confidence in Masses and worship sessions; pupils sing to a piano or to backing tracks. They also participate in performances at Christmas: EYFS and KS1 perform the Nativity and KS2 perform lessons and carols. As well as this, the school enjoy an end of year production which Year 6 lead. The whole school produces an Easter production to music, over a number of days, and sing hymns and

modern songs linked to the Passion of Christ. Throughout these performances some children confidently sing solos during the performances.

We use singing to help 'sticky' learning in other subjects through, for example, songs which link to our history topic, songs which help us to learn the names of the oceans and/or continents in Geography.

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.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

All year groups participate in class assemblies, which are performed to family and friends and across the year. At Christmas, all pupils in school perform a play, nativity or service to family.

In the future

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

Develop the music curriculum which enables non-music specialists the confidence to teach progressive musical skills. CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery.

School ensemble and groups – build uptake of instruments to work towards a school orchestra/band/group. Reestablish Key Stage 2 choirs.

Develop opportunities for extra-curricular music tuition – drums and keyboard.

Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.

Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend.

Provide further fresh experiences in the form of concerts, visitors, trips, choir etc for all pupils.

Further information

The school is part of [St Teresa of Calcutta Catholic Academy Trust](#).

[Charanga](#) - A world-leading, configurable music teaching and learning platform

[Rochdale Music Service](#) – Rochdale Borough Council

The Department for Education publishes [a guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.