Music development plan summary: Prettygate Schools

Overview:

Detail	Information
Academic Year that this summary covers	2025 - 2026
Date this summary was published	SPR 2026
Date this summary will be reviewed	AUT 2027
Name of school music lead	Annamarie Harvey
Name of local music hub	Essex Music Hub
Name of other music education organisation(s) (if partnership in place)	N/A

This is a summary of how our schools deliver 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 schools offer 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 Prettygate Schools, we use the Charanga Primary Music Scheme. 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 Year 1 to Year 6.

Pupils are now familiar with the structure of music lessons and know the high expectations set by staff.

Reception sing simple rhymes and songs, and Phase 1 phonics activities, which link to the Early Years Framework.

In addition to Charanga, the whole school has weekly, 20-minute singing sessions, led by the music leader. These include music appreciation, and learning and performing songs in unison and in multi-parts. Year 4 also have whole-class ukulele lessons provided by a specialist music teacher - these lessons are for one hour, over a 10-week period.

Planning and Coverage

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school, excluding Reception. It provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The scheme supports all the requirements of the National Curriculum. As a school, we have created our own yearly overview, consisting of each academic year being broken into three units of work (one per term), each divided into six 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 musical activities enables 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 EYFS 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 are supported in their instruction of recorders and glockenspiels through Charanga, and further tuned tuition is also available through the local music service.

Music in EYFS

We teach music in the Early Years 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 Early Years 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 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 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.

Resources

We have a range of percussion instruments, which are stored in the school music room:

- Large and small percussion instruments
- Selections of instruments from other cultures
- Xylophones & glockenspiels
- Keyboard & piano
- Songbooks and Christmas production packs
- CDs
- Music stands
- Amplifiers
- Microphones
- Recorders
- Guitars
- Ukuleles
- Electric drum Kit

Part B: Extra-curricular Music & Enrichment

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.

Music Tuition in Lesson Time:

We offer extra-curricular activities including a Choir Club and individual/small group peripatetic music lessons for guitar, ukulele, keyboard, piano and drums. An increasing proportion of pupils are involved across Key Stage 2.

We have small 'bands' run by a music specialist through 'Band-it' from Essex Music Hub.

Existing school links with Philip Morant are made use of by having students and teachers from the secondary school lead music workshops for us.

All pupils are encouraged to participate in musical groups outside of school, and we follow links through Essex Music Hub to signpost for orchestra, brass band and other musical opportunities.

We support pupils who are interested in achieving ABRSM musical qualifications.

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 across the year.

At Christmas, all pupils in school perform a play or nativity to family.

Year 6 pupils perform an end of year musical.

Our musicians perform in school concerts throughout the year, which enables the opportunity to share work that has been developed during instrumental lessons.

The school choir takes part in Young Voices at the O2 each year and also a concert at the Charter Hall with other, local primary schools.

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.

We encourage all pupils to experience live performance events across the year, including pantomimes and touring theatre productions.

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.

- Continue to develop the music curriculum, enabling non-music specialists the confidence to teach progressive musical skills.

- Plan further continuing professional development (CPD) for classroom teachers to increase their confidence in delivering the music curriculum and singing in the classroom.

- Continue to track the engagement of Pupil Premium children in extra-curricular music activities.

- Continue to ensure equality of provision for children who cannot afford to access paid-for provision.

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

- Continue to develop musical engagement with feeder secondary schools, which will include considering opportunities to work with feeder secondary school to aid children's transition to KS3.