

Music development plan summary: Calder Vale St. John Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	1 st Sept 2025
Date this summary will be reviewed	15 th July 2026
Name of the school music lead	Emma Pollitt
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Lancashire
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 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. Pupils are now familiar with the structure of music lessons and know the high expectations set by staff. Nursery/ Pre-School also sing simple rhymes and songs, and Phase 1 phonics activities, which link to the Early Years Framework.

At Calder Vale School:

EYFS- learn to play percussion instruments

KS1- learn to play glockenspiels and embed percussion instruments

Lower KS2- embed glockenspiels and learn to play recorder

Upper KS2- learn to play the recorder.

PLANNING & COVERAGE

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. 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 and Development Matters.

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 around 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 enables a more secure, deeper learning and mastery of musical skills. The teacher is able to 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 are able to access this curriculum from EYFS to Year 6 which ensures the progression of skills and knowledge throughout each year group.

- Pupils with SEND are able to 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 glockenspiels / recorders through Charanga, and further tuned tuition is also available through the local music service

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.

As part of our co-curricular timetable, we work in partnership with Lancashire Music Hub which enable us to have access to some performances such as Lancashire Youth Brass Concerts and signposts to local Music events/ workshops at More Music in Morecambe

- Music is highly valued and we are embedding cross curricular music opportunities/ composition work
- Leaders plan enrichment opportunities across the school year using our co-curricular approach, in which we allocate extra-curriculum visits/visitors, performances, and additional opportunities to complement teaching within the classroom.

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.

Our children attend performances by Liverpool Philharmonic Orchestra.

Our children have previously sang as part of a Collaboration Choir at Garstang Victorian Evening.

The whole school take part in performances twice a year to maintain high standards of singing- a Christmas Nativity and Summer Pantomime.

Our children are exposed listen to and play alongside a wide range of live musicians and performers- for example Kendal Recorder Group

As an Artsmark School, our children in Year 6 can choose to specialise in Music as part of their Arts Award Journey.

In the future

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

- Improve children's ability to read and use notation accurately.
- Raise the profile of composition and connect this with oracy/ remembering

- Provide further fresh experiences in the form of concerts, visitors, trips, choir etc.
- Ensure Music continues to be taught using Charanga, provide support and training for staff when needed
- Continue to embed use of varied genres of music from different cultures to enhance lessons through Music Calendar
- Use current BBC Teach resources to inform a unit of work to cover “ History of Music.”

Further information (optional)

At Calder Vale, we are committed to provided high-quality, accessible for all, music provision. We aim to review this document yearly in order to keep our high aspirations for all pupils.

5The Department for Education have published a guide for parents and young people on how they can get involved in Music in and out of school, and where to go for support beyond the school.

https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The_Power_of_Music_to_Change_Lives.pdf.