Music development plan summary: Somers Heath Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Amyla Khan
Name of school leadership team member with responsibility for music (if different)	Hayley Nye
Name of local music hub	Greater Essex Music Hub: Thurrock Music Services
Name of other music education organisation(s) (if partnership in place)	Rocky Steady

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.

- We follow the Charanga Model Music Curriculum/Charanga Original Scheme, which has been written to follow the scope and breadth of the model music curriculum.
- We partner with Greater Essex Music Hub - Thurrock Music Services to support musical opportunities for our pupils.

Curriculum

At Somers Heath Primary School, we use the Charanga 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 through Rocksteady, use technology appropriately and could 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.

- Charanga's Music scheme which has been designed as a spiral curriculum with the following key principles in mind:
    - Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Inclusive: Allowing all students to have access and explore a wide range of musical genres
    - Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
    - Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught basic musical notation and how to compose music using soundscapes and graphic score, basic notation and pictures.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

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. Students should be able to give a range of musical responses to different musical starting points.

We teach them the disciplined skills of recognising pulse, rhythms 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 layering compositions as a class, as a group and in a pair.

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. There are other opportunities for children to engage with music through enrichment days, Thurrock Music School Instrument and Vocal lesson and Rocksteady Music School. In addition we run a choir club at key times during the year and perform at the Young Voices concert in the first half of the Spring Term.

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

• Singing

Each unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. 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 Objective 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 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 spiral 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 tacking 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.

Singing is an integral part of our music curriculum with the delivery of singing assemblies, delivered weekly by a music specialist. The focus of the song choices varies depending on upcoming topics/themes and special events. All children are taught how to sing properly, with vocal warm ups and through structured vocal work.

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.

Progression Maps/ Intent Sheets

Progression maps and curriculum intent sheets provide a summary of our intent for each unit of learning. They detail the key tier 3 vocabulary that children will learn, alongside some key knowledge.

Planning

Our medium-term plans shows which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals for both prime and specific areas in EYFS.

The medium-term plans 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 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 that enables all children to engage in each lesson. 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 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. We take part in the annual Rainbow Music festival, giving pupils tuition from experts which concluded with a performance to parents with a focus on inclusivity and enjoyment.

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. At the end of each term teachers make a judgement about each child's attainment in music which is recorded on a tracking grid for the music subject lead to access as part of their monitoring of music. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes.

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.

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 highlighting whether they are working towards, in line or above national expectations for their year group. Formative assessments are recorded on our foundation subject assessment trackers.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Resources

We have a range of percussion instruments. There is a central store of:
• glockenspiels and untuned instruments

• Charanga Music Scheme
• Songbooks and Christmas Production packs

Pupils with additional needs can participate and progress well (supported by adults and through outcome).

Part B: Extra Curricula Music and 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.

Young Voices offers an opportunity for children to sing at The O2 as part of an ensemble choir. The preparation for this provides children with a sense of purpose and they feel a real sense of achievement and pride following the event.

Rock Steady has provided opportunities to learn keyboard, drums, guitar and vocals as part of a band, with opportunities to perform concerts.

Charanga offer a whole-class tuition programme, using the recorders, and is tailored to meet the needs of our pupils.

Small-scale performance takes place in the community, building on existing school links e.g. Carols at South Ockendon Community event. The choir also perform at the Thurrock Garden Centre, school events and charity events at Lakeside Shopping Centre in support of St Luke's Hospice.

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 courtesy of Thameside Theatre Company, London Symphony

orchestra and to take part in musical performances, such as Christmas 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. 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

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

Key priorities for Music-

Performance-

- Develop confidence in singing and playing instruments as part of a group.
- Ensure that students are developing accuracy in pitch, rhythm and dynamics
- Introduce harmony and more complex part singing to choir repertoire

Compositional-

- Encourage creativity by guiding students to compose more complex melodic material
- Introduce more complex structures- verse/chorus, Ternary, Binary and Rondo

Listening-

- Foster a deeper understanding when analysing music through different genres and styles
- Explore the traditional western traditional through compositions that date 1600-1900.

Curriculum-

Map out specific objectives that align with national standards and explicit ways we can explore them.

A clear progression of skills from years 1-6

CPD to develop non music specialists' knowledge and to give them the tools to explore the Charanga programme in a less prescriptive way.

Integrate cross curricular links- linking to history, literacy and geography.

Repertoire-

Expose children to different styles of music through morning work and singing assemblies.

Composer of the week to be explored in classes.

Other-

- Links with external organisations- Thurrock Music services, LSO, Royal Opera House in Purfleet
- Performance Opportunities to increase - A collaborative concert with other schools in the Catalyst Trust, termly concert, drama/music opportunities, to students in assembly, Young Voices 2025 and beyond,
- Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary school for transition.
- A wider offer of peripatetic lessons via the Thurrock Music Service.

Further information (optional)

Greater Essex Music Hub – Thurrock Music Services Local Plan for Music Education – Information for schools will be coming in September 2024

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 provided to teachers in the form of teacher videos for each music unit throughout the scheme. 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.

Staff can access training via National College Online.