Music Development Plan Summary: Raddlebarn Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	C Huxley (Curriculum Lead)
Name of local music hub	Birmingham Services for Education
Name of other music education organisation(s) (if partnership in place)	NA

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 any future developments. This information is to help pupils, their families and carers to better 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 Raddlebarn Primary School, we use the Charanga Music Scheme across the school. In addition to this, staff also adapt and draw upon other quality resources to suit various themes.

This 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.

Intention – 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: singing, playing, performing, listening and composing. Pupils are introduced to a wide range of quality music from different genres, from different traditions and from different eras. They also develop an understanding of the history of music and of different styles. 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 is designed with the following key principles in mind:

- Musical learning is not neat or linear. The strands of musical learning are part of a learning spiral.
- Musical concepts are best learned through a repetition-based approach.
- Pupils revisit the same skills and knowledge again and again during their time in primary school, constantly building and refining these.
- Learning about the same musical concept through different activities enables a more secure, deeper mastery of skills and understanding.

Our curriculum introduces children to music from 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.

An important part of the children's learning is the opportunity to improvise and compose. Pupils are taught to record their compositions in a variety of ways, so that they can revisit and refine them. They are also taught about musical notation and learn how to read a simple music score.

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.

We teach them the disciplined skills of recognising pulse 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 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 fun, quality music lessons, learning about a variety of music and developing a wide range of musical skills and knowledge. We cover two units per term, with music taught as a discrete lesson, usually 30 minutes a week.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Listening and appraising
- Musical games and activities, exploring the inter-related dimensions of music
- Singing
- Learning to play different instruments
- Improvising
- Composing
- Learning about different composers (past and present) and the development of music over the ages
- Performing

Each unit combines these strands 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 as well as developing their skills playing tuned and untuned instruments. 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. In line with Ofsted's guidance, lessons tend to move away from segregated lesson objectives towards a more integrated child-led approach. Ofsted states, "We will not always know the learning outcomes, so these are not always appropriate."
2. The opportunity to listen to and appraise a new piece of music every lesson, thus widening the awareness of different styles, genres, musicians and composers.
3. A practical recap or introduction starter maybe in the form of a game which addresses prior learning. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
4. The children are then exposed to new learning or learning in their sequence and how it fits within our theme of work.

The children are then 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, improvisation, 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 tackling more complex tasks or sometimes by completing simpler tasks even better, as well as developing understanding and knowledge of the history and culture of music, musical notations, the interrelated dimensions of music and more.

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 Art and Design, 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.

Planning - Our medium-term plans shows the units covered, the strands within it, as well as the skills taught and knowledge acquired. The Raddlebarn progression documents 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 available for all teaching staff to allow non-music specialists to teach with confidence.

SEND - Within our music curriculum, there is great consideration as to how all learners, including SEND are supported in lessons. We will strive to remove barriers to learning for pupils with SEND. Our young people are supported through a range of ways. For example, extra time may be given for learning songs, musical notation and instruments. Sometimes, tasks are adapted with the number of notes to use to allow those struggling to achieve or else to challenge the high achievers. On some occasions, adaptations are made for children with physical disabilities or those struggling with sensory issues when ear defenders or breakout spaces may be used. Adopting a positive and proactive approach ensures that children with SEND can enjoy music learning and are able to express themselves and participate actively in lessons.

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions include the sharing of and reference being made to Learning Objective and Success Criteria. Children are encouraged to consider carefully self and peer assessments of understanding, outcomes and progress. Children who are showing a greater depth of understanding and performing are also encouraged further and signposted to external musical programmes and opportunities offered by Birmingham Services for Education.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching. They are also used by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards, 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. 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 – A wide range of percussion instruments are stored centrally, as well as a class set of glockenspiels (one between two). We also have a collection of songbooks and production packs, CDs as well as music stands. Through Services for Education we have access to an extensive range of string, brass and wind instruments, which are loaned free of charge.

Part B: Extra-curricular Music & Enrichment

We offer extra-curricular activities for all pupils in school. These include singing as part of a choir which meets regularly. Children also have the opportunity to learn to play a musical instrument. They are able to choose from a wide range of different string, brass and wind instruments. Lessons are taught outside the school curriculum in small groups by experienced music tutors from Services for Education. Children have the opportunity to perform to their families and their peer in our termly school concerts.

We have a dedicated strings ensemble, led by one of the peripatetic tutors from Services for Education, who meet to play music together every week. They perform in school concerts and also in prestigious Birmingham-wide school events held at Symphony Hall and the Birmingham Conservatoire. Some of these pupils also form part of city-wide ensembles, led by Services for Education.

During the course of the year, pupils have the chance to perform at school events, such as the School Fayre and School Christmas Carol Service which is held at the local church. They also represent the school in various community events such performing at the local care home and hospice

Part C: Musical Experiences

In addition to planned curriculum time for music, children also enjoy additional musical experiences, sometimes the whole school/phase groups together, sometimes individually, which occur throughout the school year and contribute to the overall planning and time allocation for music. Singing assemblies take place in class each week and rehearsals throughout the school year for events such as our nativity, carol concert, class assemblies and Y6 end of year production children develop their singing to a very high standard. These performance opportunities are a highlight of our school year.

Across all key stages, children have a range of opportunities to experience live musical and theatrical performances. Visitors to school – for example, music groups, instrumental workshops, groups of local secondary school pupils - enhance the musical experiences of our pupils.

Raddlebarn Primary School enjoys a strong relationship with Services for Education and benefits from their involvement. Instrument assemblies have been enjoyed by all and have promoted the take-up of peripatetic lessons within school. Children have opportunity to take their music making further and join the school ensemble and city ensembles.

Opportunities are created 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.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme on offer. It draws on the skills, talents and interests of staff and local stakeholders through specialist tuition. The school community, parents and carers actively engage in and support the role of music in their children's education and well-being.

In the future

Raddlebarn seeks to build in opportunities for CPD and capacity planning. Whole school CPD sessions will be arranged to increase staff subject knowledge, build more confidence in the classroom and the delivery of curriculum music and improve consistency across the school, specifically with regard to the Charanga Music Scheme.

Links with local secondary schools have already been established and these will be strengthened further to provide additional musical opportunities for our pupils. At the same time, this will enhance links for transition with feeder secondary schools.

Links with community projects and organisations exist and these (and new ones) will be explored further to give our pupils opportunities to perform at events, support others in the community and raise the profile Raddlebarn and music in the school.

Avenues for further fundraising will be explored, in order to obtain additional funding for musical resources and opportunities (e.g. bids, fundraising in school from performances etc.)

Further information (optional)

Collaboration - The school has achieved the Music Mark from Services for Education and we will continue to strengthen that link. The Music Subject Leader participates in CPD and gets regular updates from Services for Education. It is also hoped that a P2P review will take place if there is opportunity with other schools in the consortium.

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. Staff are able to access training via National College Online as well.