Music development plan summary: Reedley Primary School

Overview

Detail	Information
Academic year that this summary covers	2026 - 27
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Lauren Veldon
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Lancashire Music Hub
Name of other music education organisation(s) (if partnership in place)	None

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.

At Reedley, we use the Charanga Original scheme across school.

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning; they are musical building blocks. This is an integrated approach to musical learning where games, the interrelated dimensions of music, singing and playing instruments are all linked (spiral of learning).

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.

Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. The teaching sequence and progression of the music curriculum are clear and detailed within our progression documents.

Pupils at Reedley have the opportunity to learn to sing and play instruments such as the glockenspiel and other percussion instruments during lesson time, usually through whole class ensemble teaching.

Our pupils have further opportunities to sing or play an instrument (keyboard, bass, electric guitar or drums) outside of their lesson time. This is offered through Rocksteady (see part B: Music tuition, choirs and ensembles). Through these music lessons, children are able to work towards gaining an exam-free, Ofqual regulated music qualification, accredited by Trinity College London. The children involved with this perform their music to their parents and the rest of the school in termly concerts.

In addition to using Charanga, each term a musical artist is chosen for music appreciation in each class. The theme and chosen artist is set for each year group. These artists cover a range of local, modern and historical genres for the children to learn.

The intention is to help our children to feel that they are or can be musical, and to develop a life-long love of music.

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 Music scheme of work, to ensure that children receive quality music lessons throughout the year.

We cover one unit per half-term and music is taught as a discrete lesson usually lasting up to 45 minutes.

Unit of Work and Lesson Delivery

Each unit of work comprises the strands of musical learning which correspond with the national curriculum for music:

- Listening and Appraising
- Musical Activities
- Warm-up Games
- Optional Flexible Games
- Singing
- Playing Instruments
- Improvisation
- Composition
- Performing

Resources: We have a range of instruments. There is a central store of:

- Glockenspiels
- Small drums
- Tambourines
- Triangles
- Wooden agogos (wooden tone blocks)
- Cymbals
- Castanets
- Maracas
- 2 guitars
- 1 keyboard
- 'Singchronize' resources

Music in EYFS

Music is taught in Foundation Stage through the Charanga scheme and as an integral part of the topic work covered during the year. Music contributes to our pupil's personal and social development and all children in EYFS have access to a range of musical instruments in their indoor and outdoor provision.

Adaptation/ Equal Opportunities

Music is taught to all children in accordance with the school curriculum policy to provide a broad and balanced education to all children. Our pupils have access to the full range of activities involved in learning about music.

This will be achieved by:

- Setting open-ended tasks which could have a variety of responses.

- Setting tasks of increasing difficulty (linked with children's next steps in learning).
- Grouping children according to need (when appropriate).
- Providing resources depending on the attainment of the child.
- Using classroom assistants to support the work of individuals or groups of children.

SEND

We strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with additional needs 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 their music lessons.

Assessment

Throughout the year, on-going Assessment for Learning (AFL) within lessons takes place. This is done through discussions with children, observations, evaluating performances and demonstration of skills.

Pupils are assessed regularly against age-related expectations. These formative assessments are recorded on our foundation (music) assessment trackers.

At the end of each term, teachers make 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 on an assessment tracker. An overall judgement is also given and recorded in the end-of-year reports.

Pupils in EYFS are assessed throughout the year against their Early Learning Goals and the age-related expectations objectives. At the end of the year, EYFS pupils' progress is recorded in the Expressive Arts area of their Foundation Stage Profile.

Monitoring Arrangements

Each term, the following will be done by the subject lead:

- A music learning walk/ lesson observation
- Pupil interviews
- Moderate teacher assessments of music through evaluation of children's musical abilities (performances).

Part B: Music Tuition, choirs and ensembles

School to take part in Let's Go Sing in March 2027. A choir of children will learn a range of songs and then come together with other local schools to perform these songs at King George's Hall.

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 have further opportunities to experience music that occur during the school year and contribute to the overall planning and time allocation to music.

Across EYFS and KS1, children have the opportunity to take part in musical performances, such as the nativity and Christmas play. In KS2, children take part in assemblies such as Eid celebrations and the Y6 leavers' assembly.

Musical events/workshops are also organised, e.g. Rocksteady workshops and Rock Kidz On Tour concerts and workshops, Dave Godfrey Number Fun Day.

Opportunities for musical experiences are included throughout the curriculum to enable children to apply and use music in real life and academic contexts, for example; PE dance/yoga units, maths and spelling, grammar and punctuation lessons.

Music is incorporated into a variety of activities and events within school, such as classroom routines, special celebrations, 'Wake Up! Shake Up!' and brain breaks. Music is also used to support pupil's wellbeing across school, e.g. using calming music to give pupils a quiet moment before transitioning to the next lesson/activity.

In the future

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

- Introduce music/singing assemblies (fortnightly).
- Links with external music organisations e.g. performances and workshops from visitors.
- Proactively try to find additional funding for music.
- Performance opportunities. We aim to broaden the range of performance opportunities for pupils in school and beyond.
- Class ensemble e.g. attempt a music (recorder) ensemble run by a visiting music teacher.

Further information (optional)

Make use of our local music hub: Lancashire Music Hub | Music Activities In & Out Of Schools