Music development plan summary: Padstow School

Overview

Detail	Information
Academic year that this summary covers	2026 – 2027
Date this summary was published	30.09.26
Date this summary will be reviewed	04.09.27
Name of the school music lead	Mrs Bruce
Name of school leadership team member with responsibility for music (if different)	Kim Joyce (Head of School)
Name of local music hub	Cornwall Music Hub - Hall for Cornwall.
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 at Padstow:

Intent:
To build a musical curriculum where every young person can experience music which develops learning and enriches our pupils individually as well as a school's wider community. Pupils should be 'doing music' as much as possible.

What curriculum do we use?

Our school Music curriculum is formed through the model music curriculum (March 2021) and is taught through the scheme of Charanga which uses a variety of skills such as listening and appraising, composing, ensembles and performing individually and within a group. Here is the overview of Charanga…

Scheme Overview

Introduction

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and 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.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

How the Scheme is structured

Each Unit of Work comprises the of 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

The Activity Manual

This manual will give you knowledge, understanding and support when preparing and delivering your music lessons. It will explain the supporting ideas and methodology and how each strand of musical learning within the Units of Work correspond with the national curriculum. Use it as a handbook, a teaching companion.

Mastery in your music lessons

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 Activity Manual guides you through each strand of musical learning from Reception to Upper Key Stage 2 in order for you, as a teacher, to plan for your teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Scheme Progression Overview With Teaching And Learning Outcomes is a new document that can be used for a teaching and learning overview of each unit, year and Key Stage. This document brings all the possible musical learning outcomes together for the end of year and Key Stage, linking to the Progressive Teacher and Children's Statements within the Assessment Framework. It highlights differentiated and deeper learning for each child, that constantly builds through each step/lesson, unit and year.

Resources/Instruments

- A class set or half a class set of glockenspiels - this is the most important resource along with any un-tuned percussion instruments you might have in school
- iPad app - glock or un-tuned percussion app can be used
- Recorders - use if you have experience playing and teaching this instrument
- If children play band/orchestral instruments, encourage them to use those instruments in the music lesson
- A combination of the above

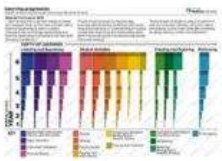
Mixed Year Groups

If you are delivering the scheme in a school with mixed age or year groups, please do adapt it to suit your needs. Remember that the Units of Work are progressive but can also be delivered as stand-alone units due to the depth of learning and spiral progression methodology. This means you can choose a Unit of Work for your class by looking at the suitability of the main unit song for the age group that you are teaching.

Various ways/ideas to tackle the mixed-age group issue

1. Deliver a two-year rolling programme - this will alleviate repetition.
2. Build your own scheme from the Units of Work, topics and other resources in Freestyle. In order to do so you will need extra units if you have extra classes so:
    a. You could deliver less Units of Work in each year so perhaps you might deliver something different in Autumn 2 linked to what is taking place at Christmas time - perhaps use one of the productions. This means that you will have some spare units.
    b. Use Summer 2 for revision and practise for a concert. Summer is notoriously difficult anyway due to SATS, Sports Day etc. Again, you will have spare units.

Learning Progression



The diagram above depicts the depth of learning that occurs as the children move through the year groups.
As they progress, the colour deepens and the learning widens.



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.

From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities.

What is included in each Unit of Work?

1. **Listen and Appraise**
2. **Musical Activities** include Games, Singing, Playing, Improvising and Composing
3. **Perform/Share**

Each lesson in the Scheme is designed to last for one hour but can be taught in 45 minutes if there are time constraints. It is difficult to teach a credible music lesson in less than 45 minutes. If you are in this situation you may prefer to use the Musical School Freestyle approach where you can build your own lessons to suit your circumstances (in the Freestyle tab at the top of the page).

How to structure an hour long lesson:
Listen and Appraise – 20 mins
Musical Activities – 25 mins
Perform/Share – 15 mins

How to structure a 45 minute lesson:
Listen and Appraise – 15 mins
Musical Activities – 20 mins
Perform/Share – 10 mins

1. Listen and Appraise



This overview diagram includes all the listening opportunities in this Scheme through historical periods to present day.



This Style Indicator guide will support learning and is printable.

2. Musical Activities

All activities are based around a song. The Activity Manual provided is to support the teaching and learning here.

a. **Games** embed the Interrelated Dimensions of Music through repetition
b. **Singing** is at the heart of all the musical learning
c. **Playing** instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
d. **Improvising** with the song using voices and instruments occurs in some Units of Work
e. **Composing** with the song using instruments occurs in some Units of Work

3. Perform/Share

Share what has taken place during the lesson and work towards performing to an audience.

Musical Progression

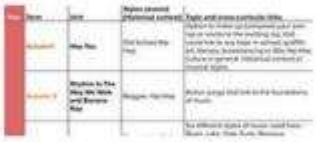
The musical progression through KS1 and KS2 is demonstrated in the diagram below. The instrumental work is differentiated allowing children to move through the relevant parts as they need to. Remember that an integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities.



Musical Progression KS1



Musical Progression KS2



Style and Cross-Curricular Links KS1



Style and Cross-Curricular Links KS2

Assessment

The Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility for you to upload and store digital evidence.

Visit 'Assessment' in the 'My Workspace' tab to use the full Musical School Assessment Framework (you can refer to the assessment documentation on the right hand side of the Scheme home page).

How is music taught in our school?

Within our school there are lots of different opportunities to learn, sing or play music and instruments which are…

- KS2 Choir club
- Singing and signing assemblies through whole school and classes.
- Christmas performances (Nativity for EYFS and KS1)
- Whole School Carol Concert at the local church.
- Easter Service with singing.
- Songfest performances through our choir
- Taught music lessons where the structure of the lessons are- listening and appraising, fun music games where the basics of music are taught, learning to sing the song with voices and instruments, and then performing the song. The structure of these lessons are the same from Reception all the way to Year six.
- First Access music lessons for some KS2 classes.

Please see below our curriculum maps:

Mixed Aged planning:

	Aut 1	Aut 1	Spring 1	Spring 2	Summer 1	Summer 2
Puffins R/1	My Stories 1 2 3 4 5 6	Christmas Production 1	My Musical Heartbeat 1 2 3 4 5 6 7	Easter Preparations. Performance Music	Our World 1 2 3 4 5 6	Having Fun with Improvisation 1 2 3 4 5 6 7
Kittiwake 1/2	Pulse, Rhythm and Pitch 1 2 3 4 5 6 7	Christmas Production 1	Dance, Sing and Play! 1 2 3 4 5 6 7	Easter Preparations. Performance Music	Inventing a Musical Story 1 2 3 4 5 6 7	Exploring Improvisation 1 2 3 4 5 6 7
Oystercatcher 3/4	Writing Music Down 1 2 3 4 5 6 7	Church Service and Performance	Playing in a Band 1 2 3 4 5 6 7	Easter Preparations. Performance Music	Compose with Your Friends 1 2 3 4 5 6 7	Opening Night 1 2 3 4 5 6 7
Cormorant 4/5	Musical Structures 1 2 3 4 5 6 7	Church Service and Performance	Composing and Chords 1 2 3 4 5 6 7	Easter Preparations. Performance Music	Feelings Through Music 1 2 3 4 5 6 7	The Show Must Go On! 1 2 3 4 5 6 7
Curlew 5/6	Music and Technology 1 2 3 4 5 6 7	Church Service and Performance	Developing Ensemble Skills 1 2 3 4 5 6 7	Easter Preparations. Performance Music	Improvising with Confidence 1 2 3 4 5 6 7	Farewell Tour 1 2 3 4 5 6 7

How Music is taught for children with Special Educational Needs (SEND)…

SEND in Music – 'Anyone can Play': This is taught through our Charanga scheme. 7 Supporting inclusive practice Musical School's SEND section is dedicated to supporting teachers working with children and young people with special educational needs and disabilities. While a discrete area, many teachers use the section alongside the main Musical School platform, allowing them to find the most appropriate resources for each learner which can be found on https://charanga.com/site/musical-school/send/

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.

Here is what Padstow Primary School offers currently…

- Choir Club; taught by the music lead.
- In the Spring term, the choir club participate in a Song Fest competition where they performed an array of taught songs to an audience at St Petroc's Church in Bodmin.

- We have several Rock Steady bands.
- We offer Music tuition through Cornwall Music Service Trust.

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.

- Christmas performances.
- Choir club and their performance for the Song Fest competitions.
- In Year Three and Four, the children are very lucky to participate in a ten-week programme called First Access where they learn how to play an instrument. In past this has included the brass, ukelele, jumbie jam steel pans and keyboard. These lessons are taught by a music specialist.
- Benedetti Foundation- music workshops for EYFS, KS1 and KS2.
- Bournemouth Symphony Orchestra - KS2 Schools' Concerts – Livestream - Explore the Orchestra: Sea Stories.

In the future

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

At Padstow school we would like to develop more musical opportunities for our pupils:

- Individual and group music tuition.
- Musical inspired after school club opportunities.
- Bringing in more musicians for workshops.
- Timetabled curriculum music throughout the school year.
- Whole class instrumental lessons.