

Music development plan summary: Aveley 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	Jerusha Howell
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Thurrock Music Services
Name of other music education organisation(s) (if partnership in place)	Rocksteady

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 Aveley Primary School, 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, including school performances at the local leisure centre, individual music lessons for pupils learning to play a variety of instruments and whole class lessons learning the ukelele. Additionally, we partner with Rocksteady to give pupils an opportunity to form a band and play instruments or lead vocals.

Curriculum

At Aveley Primary School, we use Charanga, a scheme of work that 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 ukelele lessons and 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.

Intention

Our music curriculum is designed to inspire every child to see themselves as a musician and to foster a lifelong appreciation and enjoyment of music. Teachers use the scheme flexibly, adapting lessons to ensure that all pupils can access, participate in and enjoy music-making throughout their time in school. The curriculum is carefully sequenced to ensure clear progression in both knowledge and skills.

Children explore music through the inter-related dimensions of performing, listening, composing and understanding the history of music. Through these areas, pupils develop the skills, knowledge and confidence needed to become successful performers, composers and listeners. They learn through singing, playing tuned and untuned instruments, improvising, composing and responding thoughtfully to a wide variety of music.

Our curriculum follows the Charanga Music scheme, which is built around a spiral curriculum model. This approach is underpinned by four key principles:

- **Cyclical learning** – pupils revisit musical skills and concepts regularly throughout primary school.
- **Inclusivity** – all children are given opportunities to access and explore a diverse range of musical genres and traditions.
- **Increasing depth** – each revisited skill or concept is explored in greater depth as pupils progress through the curriculum.
- **Building on prior knowledge** – previously learned knowledge and skills are continually reinforced and extended to deepen understanding.

Children are introduced to music from a wide range of cultures, historical periods and traditions. This broad exposure helps them develop an understanding of the cultural and

historical significance of music, while encouraging respect and appreciation for the musical traditions of communities around the world.

Pupils are taught the foundations of musical notation and composition through activities such as soundscapes, graphic scores, picture notation and simple written notation. They also compose and perform using body percussion and vocal sounds, enabling them to explore musical elements without the additional challenge of instrumental technique.

As pupils move through the school, they are encouraged to listen with increasing concentration and to engage with longer and more complex pieces of music. They develop the vocabulary and confidence to describe how music expresses feelings, moods and emotions, and learn to respond creatively to a range of musical stimuli. Children are taught the key musical concepts of pulse, rhythm and pitch, often exploring these in combination. Collaborative music-making is also central to the curriculum, with pupils learning how to perform and compose effectively in pairs, groups and whole-class ensembles through layered and shared compositions.

Through music, children also develop a range of transferable skills, including teamwork, leadership, creativity, problem-solving, decision-making, communication, presentation and performance skills. These experiences support their wider development as confident learners and contribute positively to life beyond the classroom.

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. Year 3 and Year 4 pupils receive ukelele lessons from Thurrock Music Services. Music is taught as a weekly discrete lesson usually lasting 50 mins. There are other opportunities for children to engage with music through enrichment days, Thurrock Music School Instrument and School Choir, Music Club and Rocksteady Music School.

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 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.

Impact

The impact of our music provision can be seen in pupils' enthusiasm for music, their willingness to participate in performances and their growing confidence as musicians. Children develop a deeper understanding and appreciation of different musical styles and cultures, while also experiencing the personal and social benefits that music can bring. Through our music curriculum and wider opportunities, we aim to ensure that every child at Aveley Primary School feels valued, inspired and successful in music.

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 one 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 and improving their fluency of simpler tasks, 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.

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.

Model music curriculum

The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. Opportunities for development should continue beyond the mandatory term.' During 2025/2026, we will be using an expert music teacher to deliver a unit of work to our Year 3 and 4 classes over the course of three half terms, who will be taught a whole class instrumental programme for ukuleles.

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 show 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).
- 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. Pupils from our ARC (Autism Resource Centre) join music lessons and take part in performances, this have included ukelele performances.

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 SLT, lead teacher and 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.

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.

Resources

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

- Glockenspiels and untuned instruments
- Ukeleles
- Piano
- Charanga Music Scheme

- Songbooks and termly production packs

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.

Rock Steady has provided opportunities to learn keyboard, drums, guitar and vocals as part of a band, with opportunities to perform concerts to pupils and parents. Pupils are allocated via both paid and bursary places, giving access to pupils who are eligible to FSM.

The school choir are active within school and the local community. Outside of lessons, the school choir represent Aveley by taking part in the KS1 and KS2 Thurrock Music Festival. Additionally, the school choir perform at nearby Lakeside in support of our school charity – St Luke's.

Aveley Primary School partners with the Thurrock Music Service for bespoke music lessons for pupils who wish to learn a new instrument. Lessons include the piano and guitar. Furthermore, this service gives pupils in Years 3 and 4 the opportunity to learn the ukelele. These lessons culminate in a performance to parents and to pupils across the school.

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.

Further information (optional)

Greater Essex Music Hub – Thurrock Music Services Local Plan for Music Education – Information for schools - [Commissioning Policy - Greater Essex Music Hub](#)

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.