



# Music Development Plan Summary: Highgate Primary School

## Overview

Detail	Information
Academic year that this summary covers	2024 – 2025
Date this summary was published	September 2026
Date this summary will be reviewed	September 2025
Name of the school music lead	Maisie Mallon
Name of local music hub	Leicestershire

## 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 Highgate 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 great composers and musicians.



- Learn to sing and use their voices, create and compose music individually and collaboratively, have the opportunity to learn a musical instrument, use technology appropriately, and 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 to help children 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, and the history of music. We focus on developing the skills, knowledge, and understanding that children need to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music.

Charanga's Music Scheme is designed as a spiral curriculum with the following key principles in mind:

- **Cyclical:** Pupils return to the same skills and knowledge repeatedly during their time in primary school.
- **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 around the world and across generations, helping them develop an understanding of the history and cultural context of the music they listen to and teaching them to respect and appreciate the music of all traditions and communities. Pupils are taught musical notation and how to compose music.



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, often teaching these together. We also teach children how to work with others to make music and how individuals combine to create sounds.

Through music, our curriculum helps children develop transferable skills such as teamwork, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have wider applications 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. We cover one unit per term, with music taught as a discrete lesson usually lasting an hour. Our lessons are taught with a combination of weekly sessions and focus days.

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
- The history of music
- The inter-related dimensions of music

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 inter-related 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 collaborate through composition.

**Lesson Delivery** – Within each music session, there will be the following elements:

1. A clear Learning Objective with focused success criteria used by both the teacher and the children to assess the lesson's work.
2. A recap or introduction starter that 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. Exposure to new learning or learning in sequence and how it fits within our theme of work.
4. Various assessment questions and prompts to get children thinking 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 opportunities 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 while introducing new skills and challenges. Children progress by tackling more



complex tasks and doing simpler tasks better, as well as developing an understanding and knowledge of the history of music, staff, and other musical notations, and the interrelated dimensions of music.

**Music in EYFS** - We teach music in the 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.' We have decided to deliver whole class instrument lessons using glockenspiels throughout the school, so children can become experts in playing, improvisation, and composition through this familiar instrument. The reading of musical notation using this familiar instrument alongside music technology is given high priority.



## 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.

We run weekly singing lessons within our choir sessions. During the course of the year, pupils in Key Stage 2 also have the opportunity to perform with our school choir or as part of the Young Voices Choir and BEP Great Choir at De Montfort University. Small-scale performance takes place in the community, building on existing school links e.g. Harvest singing session

## 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. Singing Assemblies are a weekly highlight and Autumn term rehearsals for our Harvest Festival, Nativity and Carol Concert ensure 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 theatre performances. Visitors are also used to enhance the music curriculum where appropriate e.g. Year 1/2 drumming workshop.

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. The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and draws 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

CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery of curriculum music, specifically with regard to the Leicestershire Music Scheme.

Musical engagement with feeder secondary schools – look for opportunities to work with feeder secondary school for transition.

Fundraising – proactively try to find additional funding for music (e.g. PTFA, fundraising in school from performances etc.)