

Endeavour Primary Academy

Music Development Plan 2025-26

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	Carol Rhodes
Name of school leadership team member with responsibility for music (if different)	Carol Rhodes
Name of local music hub	Tameside Music Service

At Endeavour Academy, music plays an important role in nurturing creativity, confidence and a sense of community. Through a carefully planned curriculum and a wide range of performance opportunities, pupils experience music as something to be enjoyed, shared and celebrated. From whole-class music-making and instrumental learning to choir performances and live concerts, children are supported to develop their musical skills, express themselves and perform with confidence. We aim to provide an inclusive and inspiring music education that helps every child build positive musical experiences and a lasting enjoyment of music.

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

Our music curriculum:

Music is taught as a discrete subject across the school using the Charanga Creative Music scheme, which aligns with the National Curriculum for Music and the Model Music Curriculum.

Through Charanga, pupils develop skills in:

- Singing and vocal control
- Listening and appraising a wide range of music from different styles, cultures and historical periods
- Performing on tuned and untuned instruments
- Improvising and composing music
- Understanding musical elements including pulse, rhythm, pitch, tempo, dynamics and structure
- Using musical notation, including graphic and staff notation as appropriate to age and stage

Learning is sequenced to ensure clear progression from Early Years through to Year 6, with regular opportunities for pupils to rehearse, refine and perform.

Instrumental Learning in Curriculum Time

- **Year 4 – Recorder**

All pupils learn to play the recorder as part of their curriculum music lessons. Using the Charanga scheme, pupils:

- Learn correct posture and breath control
- Play with increasing accuracy and fluency
- Read and use simple staff notation
- Perform as part of an ensemble

- **Year 6 – Band-Led Instrumental Lessons (Rocksteady Music School)**

Pupils participate in weekly curriculum-time band lessons delivered by Rocksteady Music School. Pupils choose from guitar, bass, keyboard, drums or vocals and develop:

- Instrumental and vocal technique
- Ensemble and listening skills
- Improvisation and creative contribution
- Performance skills with accuracy, fluency and expression

These lessons culminate in rehearsed performances in preparation for termly live concerts.

Time Allocation

- Music is taught for one hour each week across all year groups. Class teachers determine how this time is organised and may deliver it as a single weekly lesson or split it into shorter sessions across the week (for example, two 30-minute sessions).
- In Year 6, Rocksteady lessons take place weekly during curriculum time and fulfil the school's music curriculum requirements.

This ensures pupils receive regular, sustained musical learning in line with national expectations.

Teaching and Staffing

- Music is taught by class teachers using the structured Charanga resources.
- Teachers are supported by Charanga's online materials and lesson guidance.
- Specialist music tutors from Rocksteady Music School deliver Year 6 band lessons, providing expert instrumental instruction alongside curriculum outcomes.

Qualifications and Awards

As a primary school, pupils do not work towards formal music qualifications. However:

- Pupils develop recognised instrumental and ensemble skills through recorder and band-based learning.
- Year 6 pupils gain experience equivalent to early instrumental study through Rocksteady, including performance and ensemble skills.
- Pupils are signposted to opportunities to continue their musical learning beyond primary school where appropriate.

Part B: Co-curricular music (Music tuition, choirs and ensembles)

Co-curricular music provides pupils with opportunities to extend and deepen their musical learning beyond weekly curriculum lessons. These activities support skill development, confidence and enjoyment through regular rehearsal and performance.

Musical Clubs and Ensembles

The school offers the following co-curricular music opportunities:

- **Recorder Club (Key Stage 2)**

An after-school recorder club enables pupils to further develop the instrumental skills first introduced during curriculum lessons. Pupils build accuracy, fluency and ensemble skills, supporting progression and confidence in performance.

- **Key Stage 2 School Choir**

The KS2 choir provides pupils with opportunities to develop vocal technique, listening skills and ensemble singing. Participation in choir can lead to involvement in large-scale performance events such as Young Voices, giving pupils valuable experience of singing as part of a massed choir.

- **Makaton Choir**

A Makaton Choir is offered for KS1 and KS2 pupils, combining singing with signing. This inclusive provision supports communication, expression and early musical engagement, allowing pupils to participate in music-making in a meaningful and accessible way.

Performance Opportunities

Pupils involved in co-curricular music activities are given opportunities to perform, helping to develop stage confidence and pride in their achievements. Performances may take place in school assemblies or events and form an important part of pupils' musical development.

Inclusion and Access

Co-curricular music opportunities are designed to be inclusive:

- Activities are open to all pupils within the relevant age groups
- Instruments are provided where required
- Group-based music-making ensures pupils of differing abilities can participate and succeed

Part C: Musical experiences, events and performances

Musical experiences play an important role in developing pupils' confidence, enjoyment and understanding of music. Through a range of inclusive performance opportunities and live music experiences, pupils encounter music as both performers and listeners, helping to build cultural capital and a positive, shared relationship with music.

Whole-School and Class Performance Opportunities:

All pupils take part in live musical experiences throughout the year. These opportunities are carefully planned to ensure inclusion and to provide regular chances for children to perform.

- **Macmillan Coffee Morning (October)**

As part of the school's annual Macmillan Coffee Morning, class choirs provide musical entertainment. This ensures that every child has the opportunity to sing as part of a group and perform to an audience within a supportive, community-focused event.

- **Class Assemblies**

Whenever a class presents an assembly, pupils perform a song to an audience. This provides regular, low-stakes performance opportunities, helping children to build confidence, develop presentation skills and experience music-making as a natural part of school life.

Seasonal and Celebratory Performances:

- **Key Stage 2 Carol Concert**

At Christmas, Key Stage 2 pupils participate in a carol concert based around class choirs. Each class performs a song linked to the Christmas story, using music to support narrative and expression. Parents and carers form the audience, giving pupils a meaningful and motivating performance experience.

- **Key Stage 1 Nativity Performance**

All Key Stage 1 pupils take part in an inclusive Nativity performance. Children rehearse and perform a Christmas musical, using singing and performance to tell the Nativity story to parents and wider family members.

- **EYFS Christmas Sing-Along**

Reception and Nursery pupils present an annual Christmas sing-along for parents. This event ensures full participation for all children in the Early Years and introduces pupils to performing songs in front of an audience in a positive and supportive environment.

- **Eid al-Fitr**

As part of our Eid celebrations, pupils participate in a whole-school assembly where children perform a song. This provides an opportunity for pupils to engage with music linked to cultural and religious celebration, promoting inclusion, respect and shared understanding through performance.

Ensemble and Large-Scale Performance Experiences:

- **Young Voices (Key Stage 2 Choir)**

Pupils in the Key Stage 2 choir participate in the annual Young Voices concert at the Manchester Co-op Live Arena each spring. This provides pupils with the opportunity to perform as part of a massed choir (approximately 10,000 voices!) accompanied by a live professional band and directed by a conductor, giving them first-hand experience of

a large-scale, professionally led musical performance and supporting musical aspiration and enjoyment.

- **Endeavour Rocks Concerts (Year 6)**

Year 6 pupils put on termly 'Endeavour Rocks' concerts, where the bands they have formed perform to the school community and parents. These concerts are the culmination of the instrumental and vocal tuition pupils receive through their weekly band-led lessons and showcase their developing instrumental, ensemble and performance skills.

Experiencing Live Music and Professional Performance:

Pupils are also given opportunities to experience live music performed by professional musicians, helping them to develop listening skills and an appreciation of music as a living, performed art form.

- **Music Live Assembly**

Each year, the school plans a '*Music Live*' assembly where all pupils listen to professional musicians perform in school. This year, pupils will experience live rock music performed by professional musicians from Rocksteady Music School, exposing them to live performance and modern musical styles.

- **Theatre Visit with Live Music (Years 2 and 3)**

All pupils in Years 2 and 3 attend a pantomime performed in a professional theatre setting, where a live band support the performance through carefully chosen music. This experience helped pupils understand how music is used to enhance storytelling, atmosphere and emotion.

Inclusion and Participation:

Musical experiences are designed to be inclusive and accessible to all pupils:

- Performances involve whole classes or year groups
- Singing and ensemble work allow every child to participate meaningfully
- Events prioritise confidence, enjoyment and shared experience

Impact of Musical Experiences:

Through regular and varied musical experiences, pupils:

- Build confidence performing in front of an audience
- Learn to rehearse and refine musical material
- Experience music as a shared, communal activity
- Develop positive memories and a lasting enjoyment of music

These experiences support pupils in developing active listening skills, musical curiosity and an understanding of music as a living, performed art form.

In the future

Looking ahead, the school is committed to building on the strengths of its current music provision and continuing to develop meaningful opportunities for all pupils. Planned areas for future development include:

- **Regular performance opportunities for music clubs**

The school plans to introduce a half-termly timetable of performances, allowing music clubs and ensembles to perform regularly to the school community. This will give pupils frequent, low-stakes opportunities to share their musical learning, build confidence through repeated performance, and experience being both performers and audience members.

- **Developing links with secondary school music departments**

The school aims to build links with local high school music departments, inviting secondary pupils and staff to perform as part of *Music Live* assemblies. These opportunities would also allow pupils to learn about what music looks like at high school, supporting musical aspiration and helping to prepare pupils for the transition to secondary education.

- **Developing a dedicated music space**

The school will explore the potential to develop an existing space into a dedicated music room. This would provide a designated area for curriculum music lessons, rehearsals and music clubs, supporting practical music-making, ensemble work and performance preparation, and raising the profile of music within the school.