



Music Development Plan Summary:

Seabridge Primary School



Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	30 th September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Emma Kuffour
Name of school leadership team member with responsibility for music (if different)	Emma Kuffour
Name of local music hub	Shropshire, Staffordshire, Stoke on Trent, Telford & Wrekin
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.

At Seabridge, we believe in the power of music and the positive impact it can have upon all aspects of life. It is a unifying bridge connecting us to other people and places around the world. It develops our creativity, critical thinking skills, concentration skills and promotes the importance of collaboration, something that reflects our school motto, 'Working together to be the best we can'. Moreover, it supports our positive mental wellbeing, providing us with joy that can feed the soul of our school and join us a school family through strong bonds of unity, support and trust.

Our inclusive curriculum is designed to enable all pupil to develop the characteristics of a Musician, which can be found below:

Characteristics of a Musician



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- *A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.*
- *A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.*
- *Very good awareness and appreciation of different musical traditions and genres.*
- *An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.*
- *The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.*
- *A passion for and commitment to a diverse range of musical activities.*

Implementation

Our Music curriculum follows the Model Music Curriculum which was implemented by the Government in March 2021. To aid our teaching, we follow Charanga for Key Stages 1 and 2. Charanga is a scheme of work which offers numerous units to support the pupils' learning in music. Even though we follow a scheme, we ensure that learning is high quality and engaging for all learners and inspires the pupils to develop a lifelong love for music. Music allows us to reflect on the culture and society we live in today and will enable pupils to engage with different aspects of our world.

Through Charanga, our pupils are exposed to various types of music, some of which they may have never heard before. They can make judgements on these pieces of music, responding to a variety of questions which allows deeper thinking and opens the opportunity to create their own music of this genre. In Years 1 and 4, we have supplemented a Charanga unit with an instrument unit. In Year 1, the pupils are learning to play the ocarina, and this skill will follow them up into Year 4, where they are learning to play the recorder. The rest of the school plays glockenspiel along to the song they are learning on Charanga. We are very fortunate that all of our Key Stage 2 pupils have their own iPad, this allows them to have their own Charanga account where the class teacher can set a lesson for the pupils to view.

One of the main skills we look at in music is improvisation. By having their iPads, the pupils can create their own pieces of music, listen back to them and then adjust them where needed. By improvising and composing, the pupils can have ownership of their music but also work collaboratively with a group and create their own band, so they all have a role within the class. This allows important fundamental skills to flourish such as self-achievement, self-confidence, interaction and awareness of others and self-reflection.

By following the Charanga scheme, it allows us as a school to know which direction we want Music to go in. We have created a music progression document that allows the class teachers to see what is being taught when and uses 'I can' statements which empowers the pupils with the determination of being able to achieve something. This is



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very important to us, as Music at Seabridge is inclusive for everyone, regardless of their special education need or disability. Using Charanga allows non-specialist teachers guidance on how to teach music and ensures we are fulfilling the aims of the National Curriculum for Music and the statutory framework for EYFS.

Music is taught for an hour every week by the class teacher. The children also have regular opportunities to sing in assemblies each week. Singing is embedded throughout most music lessons and progresses from single melody lines to singing rounds, harmonising and building up to an octave range.

The typical structure of a lesson includes:

- Sharing the learning objective and exploring with pupils how they can be successful as a musician during the lesson.
- 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.
- Music terminology is introduced and rehearsed, so that children can apply it during the course of a lesson.
- The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
- The children are then 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.

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 doing more simpler tasks better, 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 and more.

At Seabridge, we recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children to ensure that all learners are fully immerse within the learning content for their age and stage.

We achieve this in a variety of ways through adaptive practice including:

- Sharing a success criterion so that pupils have a clear understanding of what they need to do/show/remember to be a successful musician.
- Clear modelling and explicit instruction, using an 'I do, we do, you do' approach.
- Chunking learning to reduce cognitive load.
- Enabling pupils to work in a range of flexible groups.
- Providing a range of appropriate scaffolds, including language prompts, to aid learning.
- Providing digital technology, such as the use of Ipads, to remove barriers for example writing or using accessibility features.



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To explore more about our vertical accumulation of knowledge and skills, please refer to our progression maps on our website:

[Foundation Subject Information | Seabridge Primary School](#)

We formatively assess the pupils in our class at the end of each unit. Assessments focus on the following components: understanding music, listening & responding, learning to sing, instrument learning, improvisation, composition and overall performance.

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.

At Seabridge, we work closely with a peripatetic teacher from Entrust who offer a range of Music lessons with woodwind or string instruments. Pupils often can perform solos or as an ensemble or band during termly whole school performances such as in assemblies.

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.

During assemblies, pupils can learn and sing a range of songs from different genres. Such songs can link to the season we are in, or to an aspect of personal development we are promoting across the school. Pupils can express themselves creatively and be a part of a collective vocal performance.

Each term, we hold whole school concerts or events where children are performed collectively, using their voice or using pitched or unpitched instruments. Such events include:

- End of Term/Year Celebrations Assembly
- Vocal performances at the church
- End of year performance for all instrument players (orchestra performance and guitar performance)
- Nursery and EYFS Christmas performance
- ☐ Year 1 and 2 Christmas performance
- Year 6 end of year performance



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Pupils in Y3/4 attended musical concerts such as the Halle Orchestra at The Victoria Hall.

All pupils can experience a musical performance at Christmas by visiting The Stafford Gatehouse for their annual pantomime.

In the future

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

- Increase pupils' opportunities for enrichment, for example through a wider range of extra-curricular clubs.
- Enhance connections with the local high school so that pupils can explore what Music is like at high school and be inspired by performers.
- Explore funding streams to increase the range of pitched instruments of site and improve storage.
- Increase uptake of pupils' engaging in instrumental lessons to build more opportunities for ensemble work.
- Increase opportunities for pupils in EYFS and Key Stage 1 to attend musical experiences in our local area, appropriate to their age and stage.