

# Music development plan summary: Seabridge Primary School

## Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Bronwyn Toms
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	
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.

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 very important to us, as Music at Seabridge is inclusive for everyone, regardless of their SEN 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 once every two weeks by the class teacher, however, we are currently looking at the timetable to see if there is more time for music to take place weekly. Singing assemblies also take place every other week (weekly in Autumn 2 with the lead-up to Christmas) and last for 20-30 minutes. These assemblies are for Key Stage 1 and 2. Nursery and EYFS try to attend in Summer 2, but they have their own music/singing lessons in class.

Each year group at Seabridge has their very own floor book. Even though Music is difficult to capture on paper, we believed it was important to showcase the skills and talent of our school. In each floor book, there is a knowledge organiser for each unit, followed by the pupils' thoughts and opinions and appraising a new song/piece of music. In each music lesson, we recap all the music vocabulary as a starter. It is important that the pupils know musical terminology so they can use it when discussing pieces of music. The starters vary from word searches, hangman, to a simple call and response of the word and definition. The floor books are filled with pictures of the pupils' playing instruments, writing lyrics for a new verse in a song, writing their thoughts and opinions on a post-it note whilst listening to a new genre and snip-its of their own musical structures they have created on their iPads. The pupils also label parts of an instrument and sort the different instruments into their categories.

We formatively assess the pupils in our class by using an assessment grid in the back of the floor book. The assessment grid is split into different sections of a music lesson: understanding music, listening & responding, learning to sing, instrument learning, improvisation, composition and overall performance. Once a pupil has displayed one of these skills consistently over several lessons, they receive a tick in this column. By the

end of the term, the teacher will be able to see which pupils are displaying as gifted and talented and which may need additional support in the next term. This is a useful tool for myself as a subject lead, as when I collect the floor books to look through them, I can see where the gaps are in each year group, offer CPD sessions to teachers and suggest ways to fill these gaps.

## 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 enhance our music curriculum by offering music lesson through Entrust Music Services. We currently offer the following weekly:

- Guitar- Mondays in groups of 3-5
- Wood wind- Tuesdays in groups of 3-4
- Brass- Wednesdays in groups of 2-4
- Violin- Fridays in groups of 3-5

Currently, these are for Key Stage 2 pupils, and we seeking to offer Key Stage 1 lessons later in the academic year. There is as tuition fee for this which is invoiced to the school and then paid for by the parents.

Alongside these instrument lessons, in Autumn 2, we have a Seabridge Choir that runs on a Thursday lunch time. In the las academic year (2023-24), this was open for the whole of Key Stage 2, but with such a large turn out, we have made it available for Years 5 and 6 in this academic year. In the Choir, we learn a variety of songs, and in the lead up to Christmas, we learn Christmas songs including sign language to accompany these. Last year, we had sung at our local church in front of the whole school and were also invited to perform at the local hospital for all the patients and families and raise money for charity.

Due to the pupils having their own iPads, during golden time and wet breaks/lunches, they are allowed to go onto YuStudio (part of Charanga) and create their own music, DJ style. The pupils love being able to create their own rap songs and show it to the adults and other pupils.

## 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.

At Seabridge, we offer our pupils a range of musical experiences to develop their cultural capital. We aim to provide each music group a performance once a year in addition to our singing assemblies and school performances.

Previously, we have had:

- A 'Rock Star Day' where we had a rock band assembly where the pupils were able to join in playing musical instruments such as the electric guitar, drums and electric keyboard.
- Choir solo performance at the church
- Whole school singing at the church
- Choir performance at the local hospital to raise money for charity
- 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
- Created our own Christmas Music Video where we learnt the lyrics and sign language to a Christmas song.

## In the future

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

- Increasing lesson time to one hour a week each term
- Introducing more instrument lessons
- Increase the number of year groups to learn a musical instrument in lessons
- Ensure teachers have up-to-date CPD and create opportunities for this
- Look into different schemes and what they offer in comparison to Charanga
- A termly performance assembly that is separate to singing assembly

## Further information (optional)

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.