

# Music development plan summary: Warren 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	Georgia Fraser
Name of school leadership team member with responsibility for music (if different)	Vashti Green/Charlie Evans
Name of local music hub	Greater Essex Music Hub: Essex Music Service
Name of other music education organisation(s) (if partnership in place)	Charanga

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 Warren Primary School, we believe music education should be enjoyable and engaging for all pupils. Music is an intrinsic part of human experience, connected to every aspect of our lives, regardless of location or identity. We are committed to providing every child with the opportunity to experience and appreciate music from various styles and cultures, which we believe is crucial for their musical development.

Our music curriculum aims to inspire creativity and self-expression, allowing pupils to explore their musical identities. We want to foster a lifelong love of music by exposing pupils to diverse musical experiences that ignite their passion. Through listening, performing, and composing, we empower pupils to become confident and reflective musicians.

To achieve these goals, we follow the Charanga original scheme, which aligns with the guidance for teaching music from Key Stages 1 to 2, including the Model Music Curriculum (2021). This curriculum ensures a comprehensive understanding of musical concepts. Pupils have the opportunity to sing, learn to play instruments, and perform to an audience. We also provide whole-class ensemble teaching across various year groups, encouraging collaborative music-making.

In addition to classroom instruction, pupils participate in assemblies and performances to showcase their talents and build a sense of community within the school. Instrumental lessons further enhance our program, offering tailored instruction in a range of musical instruments.

Overall, our music education program at Warren Primary School prioritises enjoyment, engagement, and the personal and communal significance of music.

## **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 Warren Primary School, we offer a variety of musical opportunities for children from Early Years Foundation Stage (EYFS) to Key Stage 2 (KS2). Every pupil gets an hour of music teaching each week to ignite their passion for music and nurture their talents.

In addition to the core curriculum, pupils can participate in various instrument and vocal tuition. These lessons have been popular among children and are facilitated by Thurrock Music Services. While parents fund these lessons, pupils eligible for pupil premium receive at a reduced rate. One-to-one lessons provide personalised attention, helping pupils focus on their individual needs and aspirations.

From Year 3 onwards, each class takes part in a whole-class instrumental program for at least one term, encouraging collaboration and teamwork. Pupils from Years 3 to 6 can also join our choir, which has over 50 members and performs at prestigious events such as the O2 Young Voices concert. Participation in the choir is free, with a small fee for travel costs to performances.

We have dedicated music rehearsal spaces and lunchtime sessions to support our budding musicians in preparing for performances. Overall, we are dedicated to fostering a rich musical environment where every child can thrive, excel, and develop a lifelong love of music.

## 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 Warren Primary School, we are committed to fostering a love of the performing arts among our pupils. Our musical events provide children with a platform to express themselves, build confidence, and develop teamwork skills.

We have weekly singing assemblies where pupils can engage collectively. Additionally, we organise termly musical performances that highlight the unique talents of each year group. Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) pupils perform a Christmas Nativity at the end of the autumn term, introducing them to the magic of performance and the festive spirit. KS2 children visit a local church to take part in a singing celebration.

In Lower Key Stage 2 (LKS2), Year 3 pupils sing in the choir while Year 4 pupils take on singing and acting roles in alternating productions each year. Year 5 pupils perform a play written and directed by their teachers, allowing them to experience the entire production process.

Year 6 pupils conclude their time at Warren with a performance such as *The Keymaster*, serving as both an end-of-year celebration and a farewell tribute.

Throughout the year, all pupils have opportunities to watch these performances, fostering a sense of community and support. Our school choir also participates annually in the Young Voices concert at the O2 Arena and our end-of-year musical showcase, featuring soloists, groups, vocalists, musicians, and dancers. We also look for opportunities for pupils to perform at out of school and events and invite groups/individuals in to school for pupils to participate in e.g. African drumming workshops for our deaf pupils.

These initiatives help us cultivate a rich cultural tradition within our school community.

## In the future

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

In the future, we plan to continue raising the profile of music at Warren Primary. We believe active engagement with music enhances children's creativity and self-confidence, especially through performance and improvisation. As pupils progress, they will develop critical listening skills and use accurate musical vocabulary in discussions, fostering a deeper understanding of music.

We aim to fully utilise the Charanga scheme for a consistent and structured approach to music education. This scheme's spiral design allows children to engage in increasingly complex music-making activities over their six years at primary school. Musical elements and concepts introduced in early years are revisited in more intricate ways as they advance.

This progression ensures key learning points are reinforced and enriched, leading to more secure and substantial learning, and paving the way for musical mastery.

Additionally, this method helps pupils connect their musical knowledge with the broader cultural context of their lives and experiences. By fostering a vibrant musical environment, we aim to nurture each child's potential and passion for music, preparing them to appreciate and engage with the rich tapestry of musical culture throughout their lives. Our commitment to high-quality music education at Warren Primary will cultivate lifelong learners and enthusiastic participants in the world of music.

**Future Development Plan 2024-2025**

<p>Ensure and continue to monitor that Music is being taught for at least one hour each week of the school year.</p>	<p>Continue to monitor to ensure that staff are developing confidence with utilizing the Charanga scheme and to ensure consistency throughout the school.</p> <p>Furthermore, to encourage staff to use music across the curriculum and incorporate songs about historical events, science subjects, and time-table problems into our pedagogy of other sessions using music as a cross-curricular tool.</p>
<p>To develop a school choir and/or vocal ensemble for KS1.</p>	<p>Music lead to look into setting up a KS1 choir (Year 1 and 2) by exploring how weekly practice could be organised and maintained. A look into adult support and availability.</p> <p>Investigate other connections with the local community (such as a church visit, assisted living facility, centre, fundraising events etc) to seek out further opportunities to provide concerts throughout the year.</p>
<p>To develop a school ensemble/band/group. (Long term goal)</p>	<p>Potentially a small group of singers (Year 6)</p> <p>School Band (Year 5 and 6).</p> <p>Ensembles to perform during assemblies and at the summer showcase at the end of the year.</p>
<p>To provide opportunities for our children to enjoy a live performance at least once a year</p>	<p>The school choir and future ensemble will perform at assemblies, and the music lead will look at collaborating with a local hub to plan a second performance for the children to watch at a local theatre / drama company.</p>

Work more closely with the Thurrock Music Service Hub to seek out further opportunities.	Music lead to continue to contact the hub to investigate further opportunities and instrument lessons for year group sessions.
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## Further information

### **The National curriculum 2014 guidance for Music Key Stages 1-2**

[https://assets.publishing.service.gov.uk/media/5a7b7f8c40f0b645ba3c4b8a/PRIMARY\\_national\\_curriculum\\_-\\_Music.pdf](https://assets.publishing.service.gov.uk/media/5a7b7f8c40f0b645ba3c4b8a/PRIMARY_national_curriculum_-_Music.pdf)

### **The Power of Music to change lives: A National Plan for Music Education**

[The power of music to change lives - A National Plan for Music Education](#)

### **Charanga Scheme Overview and Intent**

#### **Scheme Overview**

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead, the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

How the Scheme is structured

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
  - a. Warm-up Games
  - b. Optional Flexible Games
  - c. Singing

- d. Playing instruments
- e. Improvisation
- f. Composition

### 3. Performing

#### The Activity Manual

This manual will give you knowledge, understanding and support when preparing and delivering your music lessons. It will explain the supporting ideas and methodology and how each strand of musical learning within the Units of Work corresponds with the national curriculum. Use it as a handbook, a teaching companion.

#### Mastery in your music lessons

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The Activity Manual guides you through each strand of musical learning from Reception to Upper Key Stage 2 in order for you, as a teacher, to plan for your teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

#### Resources/Instruments

- A class set or half a class set of glockenspiels - this is the most important resource along with any un-tuned percussion instruments you might have in school
- iPad app - glock or un-tuned percussion app can be used
- Recorders - use if you have experience playing and teaching this instrument
- If children play band/orchestral instruments, encourage them to use those instruments in the music lesson
- A combination of the above

#### Mixed Year Groups

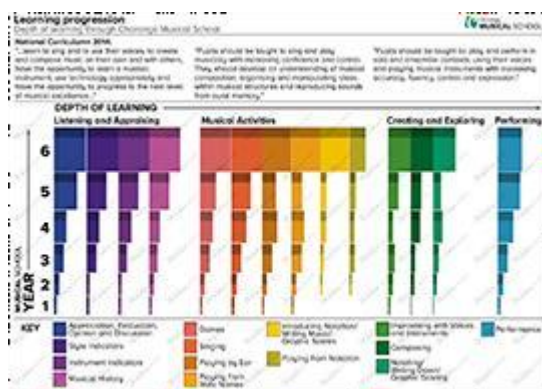
If you are delivering the scheme in a school with mixed age or year groups, please do adapt it to suit your needs. Remember that the Units of Work are progressive but can also be delivered as stand-alone units due to the depth of learning and spiral progression

methodology. This means you can choose a Unit of Work for your class by looking at the suitability of the main unit song for the age group that you are teaching.

Various ways/ideas to tackle the mixed-age group issue

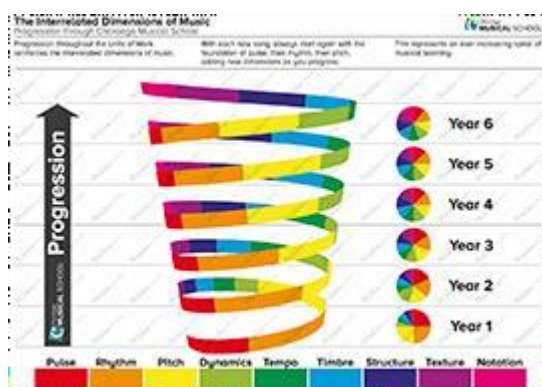
1. Deliver a two-year rolling programme - this will alleviate repetition.
2. Build your own scheme from the Units of Work, topics and other resources in Freestyle. In order to do so you will need extra units if you have extra classes so:
  - a. You could deliver less Units of Work in each year so perhaps you might deliver something different in Autumn 2 linked to what is taking place at Christmas time - perhaps use one of the productions. This means that you will have some spare units.
  - b. Use Summer 2 for revision and practise for a concert. Summer is notoriously difficult anyway due to SATS, Sports Day etc. Again, you will have spare units.

### Learning Progression



### Learning Progression

The diagram above depicts the depth of learning that occurs as the children move through the year groups. As they progress, the colour deepens, and the learning widens:



### Interrelated Dimensions

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities.

What is included in each Unit of Work?

1. Listen and Appraise
2. Musical Activities include Games, Singing, Playing, Improvising and Composing
3. Perform/Share

Each lesson in the Scheme is designed to last for one hour but can be taught in 45 minutes if there are time constraints. It is difficult to teach a credible music lesson in less than 45 minutes. If you are in this situation you may prefer to use the Musical School Freestyle approach where you can build your own lessons to suit your circumstances (click the Freestyle tab at the top of this page).

How to structure an hour long lesson:

Listen and Appraise - 20 mins

Musical Activities - 25 mins

Perform/Share - 15 mins

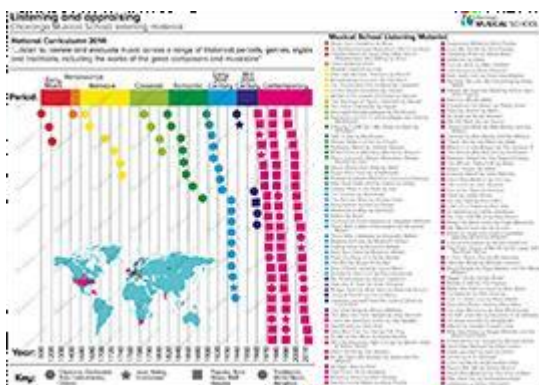
How to structure a 45 minute lesson:

Listen and Appraise - 15 mins

Musical Activities - 20 mins

Perform/Share - 10 mins

1. Listen and Appraise



### [Listen and Appraise](#)

This overview diagram includes all the listening opportunities in this Scheme through historical periods to present day.

## Style Indicators

Overview

### Styles

Rock.....	2
Hip Hop.....	2
South African.....	3
Blues.....	4
Bhangra.....	4
Funk.....	5
Folk.....	5
Latin.....	6
Pop ballad.....	6
Motown.....	6
Gospel.....	7
Reggae.....	8
.....	9

## [Style Indicator Guide](#)

This Style Indicator guide will support learning and is printable

### 2. Musical Activities

All activities are based around a song. The [Activity Manual](#) provided is to support the teaching and learning here.

- A. Games embed the Interrelated Dimensions of Music through repetition
- B. Singing is at the heart of all the musical learning
- C. Playing instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
- D. Improvising with the song using voices and instruments occurs in some Units of Work
- E. Composing with the song using instruments occurs in some Units of Work

### 3. Perform/Share

Share what has taken place during the lesson and work towards performing to an audience.

### Musical Progression

The musical progression through KS1 and KS2 is demonstrated in the diagram below. The instrumental work is differentiated allowing children to move through the relevant parts as they need to. Remember that an integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities.

### **Assessment**

The Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility for you to upload and store digital evidence.

Visit '[Assessment](#)' in the 'My Workspace' tab to use the full Musical School Assessment Framework (you can refer to the assessment documentation on the right hand side of this page too).

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.

Please also see accompanying and useful further information –

**[Model Music Curriculum: Key Stages 1-3. Non-statutory guidance for the national curriculum in England](#)**

**[Model Music Curriculum](#)**

**[Local Music Hub – Thurrock Music Service Local Plan for Music Education Sept 2024](#)**

**<https://www.essexmusicservice.org.uk/site/making-music-in-school/>**

**[Summary from NAME](#)**

**[NMPE2-Summary-for-Schools.pdf](#)**