



Music at Ambergate Primary School - Music Development Plan 2025-2026

Local Music Hub: Derbyshire Music Education Hub

Music lead: Laura Brooks Headteacher: Carly Howell

1 - Overall Objective

Our intent at Ambergate Primary School, is that Music is inclusive and ambitious for all. We strive to provide a rich music curriculum and are committed to ensuring that music at Ambergate is something that the children and wider school community are proud to be part of.

Ambergate Primary School can raise aspirations, enhance cultural capital and develop a musical school community by providing our children with opportunities to play, work and perform with professional musicians and by providing opportunities to showcase talent through performances at school.

2 - Key components of music provision

At Ambergate Primary School we use the Charanga Musical School Scheme which allows for continued opportunities to listen to and reflect on a wide range of music. Singing forms the basis of each unit of work, and composition and performance elements are used in each unit. The interrelated dimensions of music are continually repeated and developed throughout the scheme and allow an ever-increasing spiral of musical learning. Music at Ambergate reflects the components of the Model Music Curriculum (2021) in supporting progression in music, building on the statutory Early Years foundations, and the National Plan for Music (2022).

Whilst tuned instruments (in particular the glockenspiel) are introduced through the Charanga Musical School Scheme, it is also important that children also receive the opportunity to learn an instrument through the Wider Opportunities Scheme, delivered via the Derby and Derbyshire Musical Partnership. This in turn, allows opportunities to develop musical skills to higher standards, including playing in ensemble groups at school. This year, Class 3 children (Year 4/5/6) are learning to play percussion - Djembe/Samba. Individual instrument lessons are also available through links with other Peripatetic Music Teachers.

3 - Classroom instrumental teaching	Music is taught as a discrete subject on a weekly basis, but this is not the limit of exposure to music. Most of the Charanga lessons will usually be between 45 minutes or one hour, made up of Listen and Appraise, Musical Activities and Perform/Share. Where appropriate across the whole curriculum, music should be used to enhance learning and experiences, whether that be by listening to a wide range of different music in assemblies and in the classroom, or watching music being performed online, or live if possible. Weekly whole school singing assemblies allow structured opportunities to further develop listening and performing skills, as well as continued music vocabulary development through discussion and personal reflection of the music. There are many researched benefits to listening to music, including very importantly, it being a factor in improving mental well-being. Music is delivered through class teachers and HLTAs, specialist music teachers and specialist instrumental teachers; close partnerships with the Derby & Derbyshire Musical Partnership and active engagement in opportunities within the local community and national initiatives, such as 'Play with the Hallé'. In Music, progression is based on building an understanding of musical concepts through a repetition-based approach to learning. Learning the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Learning is not neat or linear. The strands of musical learning 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, allowing a deeper understanding to develop as well as learning something new. Assessment for Music uses a 'Plan-Do-Check-Review' approach and is supported by Charanga planning documents. A combination of formative and continuous assessment is used to help inform subsequent learning.
4 - Implementation of components of NPME	See below documentation along with: ❖ Timetable of music lessons across school ❖ Music Curriculum Overview ❖ Curriculum Progression for Music

5 - Communication	Details of the music curriculum are available on the school website under key information - curriculum - music. The school messaging service and Class Dojo is also used to keep parents/carers informed of music events in school.
6 - Evaluation and monitoring of progress of MDP Evaluation and monitoring of provision?	Music curriculum monitoring takes place on a termly basis and includes learning walks, pupil discussions, collection of visual evidence in floor books/displays and graphic scores, plus any recordings saved on SharePoint. The MDP will be reviewed termly, but as it is a working document, edits will be made as needed throughout the year.
7 - Transition work and partnership potential with local secondaries or other schools	Information is passed during normal transition feeder contact with local secondary school regarding individuals, e.g. G&T and those with additional needs to ensure they are able to make progress and enjoy their music education. Curriculum strengths and development areas are shared within the local school cluster, for example at the curriculum INSET October 2024.
8 - Budget/materials and staffing	Wider Opportunities provision and subscriptions/licences (e.g. Out of the Ark) are paid for from school budget. Some enrichment activities involve parental contributions, or support from the PTA, e.g. the cost of coach travel to Derby Arena. Staffing CPD is paid for from school budget.
9 - Pupil premium and SEND	Our intent is that music at Ambergate is inclusive and ambitious for all. This may mean adapting, modifying or scaffolding the learning, or making reasonable adjustments to enable all children, including those with SEND, to access the music curriculum. For example, adapting sounds or using noise reducing headphones for those with specific sensory needs. Pupil Premium funding is used to support children who would like 1:1 music lessons with Peripatetic teachers. Music Clubs are always a non-charged extra-curricular opportunity and PP/SEND children are encouraged to attend to develop their vocal skills and opportunities to perform, as well as providing an environment to help meet their social and emotional needs.
10 - Key Priorities 2025-2026	➤ Ensure music vocabulary is explicitly used across all ages. (Vocabulary is clear on progression documents; vocabulary display resources available on SharePoint for use in classrooms) ➤ Evidence of Music to be included in Floor books, photographs, children's ideas/voices and graphic scores, recordings saved on SharePoint. (SharePoint Folder to be established to save evidence, Floorbooks and displays to be evaluated as part of monitoring)

- | | |
|--|--|
| | <ul style="list-style-type: none"> ➤ Explore opportunities for music throughout the whole curriculum, e.g. inspiration for writing; promotion of listening to music for positive mental health; listening to music for pleasure (Use of Music Listening Calendar throughout school and in Singing Assemblies; updated Music MTP to ensure examples of music are linked to Topic and/or Charanga units are flexible to support specific needs of each year group to allow and encourage further progression) ➤ More CPD to support staff; Charanga training, Derbyshire Music Partnership or from Subject Coordinator ➤ Establish ongoing 'Music Development Plan' ➤ Pupil voice - How do the children feel music could be improved at Ambergate? |
|--|--|

National Plan for Music Education information from <https://www.musicteachers.org/npme/>

About the NATIONAL PLAN

The Power of Music to Change Lives: A National Plan for Music Education (NPME) builds on the original 2011 plan 'responding to the change of the past 11 years and recognising that more needs to be done to support teachers, leaders, schools, trusts and Hubs to deliver the best for children and young people'.

There is clear recognition of the importance of schools in providing music opportunities in and out of the classroom, and identifies these key common features of high-quality music provision in schools.

Vision of the NPME:

To enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests, including professionally.

The DfE would like to see offered in every school:

- ▶ Timetabled **curriculum of at least one hour each week** of the school year for key stages 1-3
- ▶ **Access to lessons** across a range of instruments, and voice
- ▶ **A school choir** and/or vocal ensemble
- ▶ **A school ensemble**/band/group
- ▶ **Space** for rehearsals and individual practice
- ▶ **A termly school performance**
- ▶ Opportunity to enjoy **live performance** at least once a year

Goals of the NPME:

1. All children and young people receive a high-quality music education in the early years and in schools
2. All music educators work in partnership, with children and young people's needs and interests at their heart
3. All children and young people with musical interests and talents have the opportunity to progress, including professionally

(National Plan for Music Education, 2022 – DfE)

The DfE would like to see offered in every school:	How Ambergate Primary currently (2025-2026) achieves this:
Timetabled curriculum music of at least one hour each week of the school year for Key Stages 1 to 3	Music is taught as a discrete subject on a weekly basis, but this is not the limit of exposure to music. Most of the Charanga lessons will usually be between 45 minutes or one hour, made up of Listen and Appraise, Musical Activities and Perform/Share. Where appropriate across the whole curriculum, music should be used to enhance learning and experiences, whether that be by listening to a wide range of different music in assemblies and in the classroom, or watching music being performed online, or live if possible. All children from Reception to Year 6 take part in a weekly singing assembly (15 minutes) that allow structured opportunities to further develop listening and performing skills, as well as continued music vocabulary development through discussion and personal reflection of the music. Singing also takes part in other assemblies through the week.
Access to lessons across a range of instruments and voice	Derbyshire Music Partnership teach Class 3 (Y4/5/6 children) percussion every Thursday. Peripatetic Tuition is currently available for drums and guitar.

A school choir and/or vocal ensemble	A weekly club which includes singing and dance is open to all ages.
A school ensemble/band/group	Derbyshire Music Partnership lead Class 3 with their percussion instruments and they perform termly concerts for families.
Space for rehearsals and individual practice	As a small school space is an issue. We use the group teaching area opposite the staff room for 1:1 drum and guitar lessons. Wider Opportunities Lessons take place in the hall.
A termly school performance	The whole school perform at St Anne's church at Christmas. Our Class 3 children perform at the end of the summer term. These are attended by children and the wider school community.
Opportunity to enjoy live performance at least once per year	The whole school attended the Pantomime at Mansfield Palace Theatre to experience a live musical theatre performance. Class 3 attend the 'Play with the Hallé' concerts in the summer.
A School Music Development Plan	See above documentation. (An audit also took place with Derbyshire Music Partnership last academic year).