

# Music development plan summary: [Barden 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	July 2025
Name of the school music lead	Caitlin Cregg
Name of school leadership team member with responsibility for music (if different)	James Cooper
Name of local music hub	Lancashire Music Hub
Name of other music education organisation(s) (if partnership in place)	N/A

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.

### Curriculum –

At Barden, we use the Charanga music scheme across the school. [A world-leading, configurable music teaching and learning platform](#)

The Charanga scheme fully fulfils the statutory requirements of the National Curriculum (2014). The main aims of the National Curriculum for music include:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Each class teacher uses and adapts the Charanga scheme of work so that all children are able to access and enjoy music at Barden. Along with Charanga, we also follow our own Music Intent Plan to ensure that all necessary subject coverage is taught well and that sequencing and progression are clear.

Details on unit and skills coverage can be found on our music page on the Barden Primary website: [Barden Primary School - BB10 1JD - Music](#)

## Implementation –

Currently, classes across school are allocated a **minimum** of 30 minutes per week of music lesson time. In music lessons, children are given the opportunity to listen to, play, compose, and perform music with the aim to develop their technical, constructive, and expressive skills. Singing (whole-class ensemble, small group, and solo) and a variety of instruments are used in our music lessons to promote children’s passion for music.

Children are also given the opportunity to engage in discussions around the history/origin of pieces of music. This provides great insights into other topics such as R.E., history, and PSHE (Life Skills), allowing children to make links between music and culture.

Through the Charanga scheme, children are exposed to a variety of musical vocabulary, all of which is outlined below:

### Musical Vocabulary: Years 1–6

#### Year 1

**Words you need to know:** Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, Imagination.

#### Year 2

**Words you need to know:** Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

#### Year 3

**Vocabulary:** Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

#### Year 4

**Vocabulary:** Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

#### Year 5

**Vocabulary:** Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

#### Year 6

**Vocabulary:** style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

Children are formatively assessed throughout each unit of music learning. Teachers' ongoing assessment of children in their class allows them to adapt the music curriculum where necessary to ensure that all children are able to access it at their attainment level. Children are also assessed according to a structured success criteria, including statements from the National Curriculum, and Barden's own intent plan, that outlines knowledge and skills to be covered each term. Teachers use their judgement to decide if children are below, just below, on track for, or above age-related expectations.

Barden Primary School is currently in partnership with our local music hub to support and promote effective music delivery within school.

### **Lesson Delivery –**

1. Children are given the opportunity to explore new pieces of music by listening and appraising. Children are encouraged to discuss instruments, voices, and other sounds and how these might link to the origin of the piece.
2. Classes partake in warm up activities which may involve listening, creating rhythms, singing, or vocabulary.
3. Children are exposed to new learning and are able to join in with singing/playing instruments/composing.
4. Children are prompted to perform what they have learned as a whole-class ensemble or in small groups to assess what they have learned.

### **Music in EYFS –**

In the Early Years Foundation Stage, children are encouraged to explore sounds through rhythms and opportunities for singing. Teachers ensure that musical learning is achievable for all and aim to prepare children for KS1 by exploring how sounds are made through movement, including instruments, singing, and body percussion.

During music lessons in EYFS, children are guided through a variety of instruments and their sounds as a whole class. Children are also taught the value of appraising pieces of music and musical vocabulary to describe songs that they listen to. They are then further encouraged to explore instruments individually within the classroom setting. A dedicated music area allows children to explore sounds and instruments freely to inspire curiosity and interest.

### **Music in the NEST –**

In the NEST, music is linked with means of communication and sensory regulation. Children explore sounds through a variety of means and are provided with opportunities to create rhythms and sounds of their own. Music is evidenced to support children with communication, sensory needs, and social interactions and is used alongside other areas of the curriculum to support delivery and engagement.

Music in the nest is all-inclusive and ensures that all children can participate in listening, playing, and composing in ways that are accessible for them. Technical,

constructive, and expressive skills are adapted to the needs of individual children to ensure that all children can engage with their musical learning.

## **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.

Barden have provided opportunities for children to sing as part of an ensemble in recent years through our Nasheed Choir and our own school choir. Children have been provided with opportunities to attend and perform at Turf Moor and Young Voices.

Children have also accessed co-curricular opportunities such as drumming workshops, composition workshops, rock star music themed days (Rock Kidz On Tour).

This academic year, children will be able to access a ukulele club, where they will have the opportunity to learn how to play a new instrument that is not usually accessed during lesson time. We also plan to develop our extra-curricular offer by implementation instrument tuition through links to our local music hub.

Barden is lucky to have an abundance of music and rehearsal space where children can practice for performances freely either individually or in groups. We have large spaces around school, including a performance theatre, on Burnley Campus.

## **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.

Children at Barden have attended trips to theatres and folk music workshops in recent months. Year 6 children perform in front of their peers, teachers, and parents at the end of each year in their final school performance. This encourages children to combine their drama/acting skills with singing and dancing.

This academic year, children will also have the opportunity to sing as a whole-school ensemble in our singing assemblies, to be organised each half term. These will be separated into KS1 and KS2 to allow children to enjoy songs that are age-appropriate and engaging for them.

## **In the future**

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

- Amend the Music Intent Plan to ensure small progression steps are clear and attainable.
- Employ a consistent lesson structure from years 1-6 to support the implementation of the Charanga scheme.
- Organisation of one CPD session for teachers to refresh musical knowledge and develop their delivery of compositional skills.
- Improve assessment strategies by all classes keeping video and written evidence of children's knowledge.
- Aiming for a 15% increase in children attending musical extra-curricular clubs (e.g., ukulele club, dance club, choir)

## Further information

The Department for Education - [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.

Lancashire Music Hub website - [Lancashire Music Hub | Music Activities In & Out Of Schools](#) has published a parents/carers page to help with finding lessons, tuition, ensembles, and other musical opportunities for children in the local area.