Music development plan summary:
The Acorn Partnership

Acle St Edmund C of E Primary Academy and Little Plumstead C of E Primary Academy

Overview

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	March 2026
Date this summary will be reviewed	July 2026
Name of the school music lead	William Holmes
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Norfolk & Suffolk 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.

Timetabling

In Reception, KS1 and KS2 Music is taught for 1 hour once a week following the Charanga programme of study and Units of Work.

Sequencing

We follow the Norfolk County Council devised Charanga Musical School scheme of work for Reception to Year 6. This provides teachers with week-by-week lesson support for each year group in the school. The Scheme supports all the requirements of the national curriculum. This scheme uses an integrated, practical, exploratory and child-led approach to musical learning. In Charanga lessons 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.

Lesson structure

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

- Listening and Appraising. Musical Activities (Warm-up Games, Optional Flexible Games, Singing, Playing instruments, Improvisation, Composition). Performing.

- A lesson will be structured in the following way: Listen and Appraise - 15 mins, Musical Activities - 30 mins, Perform/Share - 15 mins.

Pedagogy specific to Music

The pedagogy concept central to Charanga is to provide an integrated, practical, exploratory and child-led approach to musical learning. 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. 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.

Recording of work

In Music lessons children will respond to the lesson's knowledge note as required. A music passport will be completed at the end of each year group. Performances may be videoed and photographs taken as appropriate.

Outcomes of a lesson

The Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation available for teachers to use to inform their planning and next steps.

How do we adapt learning to meet the needs of pupils who have SEND in Music?

<u>To support Cognition and Learning we use:</u>

- Whiteboard/exercise book to jot down ideas and notes. If needed
- Working wall
- Talking tins to record ideas/responses/prompts
- Handouts for audio-visual presentations e.g. own printout of IWB page, own copy of text

- Peer or small group working (e.g. submit a response collaboratively as a group rather than as individuals
- I do, we do, you do model

To support Social, Emotional, Mental Health we use:

- Specific role or responsibility to promote positive engagement
- Feeling faces/symbol cards to communicate feelings and/or requests for support
- Regular time reminders given and/or specific time targets (e.g. visual timers on iPad or sand timer)
- Effort and resilience acknowledged and praised
- Child prepared for change to routine/the norm in advance whenever possible
- Visual timetable and/or Now/Next board
- Structured, limited choices (e.g. X and Y need to be done but pupil chooses order)
- Celebration of strengths and achievements
- Positive engagement using child's name at the start of sentence

To support Sensory including hearing impairments we use:

- Headphones / ear defenders
- Fiddle toy/Stress ball/blue tac
- Sensory-calm objects e.g. Liquid motion bubbler, rainmaker, glitter wand, sensory bottle
- White noise/calming music/noise cancelling headphones
- Designated safe space when the child needs to 'escape'
- Offered a brain break when becoming overloaded e.g. brain gym or change of task
- Own workstation or screen to minimise distractions
- Sit near front of class and/or in direct eye-line of the board
- Tinted background on IWB slides avoiding strong contrast
- Sensory weighted blanket, lap-pad, shoulder wrap or weighted object
- Use of specialist equipment-visually impaired or deaf children (Specific equipment will be supplied by sensory support)

To support Communication and Language we use:

- Colour coding for different steps, processes
- Additional time to complete extended tasks
- Clear, unambiguous language
- Concise 2- or 3-part instructions-backed up with visuals where needed
- Tasks broken down into clear, short, manageable chunks or numbered steps
- Visual cues and prompt cards
- Instructions/information repeated
- Adult check-in to ensure understanding of instructions/task
- Instructions/information rephrased

- Talk partners to rehearse responses and develop confidence
- Positive models
- Implicit made explicit

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.

Our school offers a growing range of musical opportunities beyond lesson time, beginning with a weekly whole-school Singing Assembly every Thursday, where pupils learn and perform a rotating collection of songs linked to our school values and the Christian calendar. Pupils may also access one-to-one instrumental tuition, currently focused on piano, which takes place during the school day on Mondays, Tuesdays, Thursdays and Fridays. Learners receiving tuition have regular opportunities to share their progress by performing in our half-termly concerts for parents, and some also contribute live piano music as the rest of the school enters our Friday Celebration Worship. As our music offer develops, tuition places may be subsidised or offered at reduced cost for families in particular circumstances, and pupils will continue to be supported in making progress through dedicated rehearsal spaces and opportunities to practise independently. We also work closely with local partners, including our music hub, to strengthen and extend co-curricular music-making across the school.

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.

In addition to the musical opportunities outlined above, the school offers a rich calendar of musical experiences throughout the academic year. Pupils take part in weekly Singing Assemblies and regularly contribute to whole-school worship through music, including special services at our local church during key Christian celebrations. Our school choir enjoys several performance opportunities, such as singing Christmas carols on the playground for parents, visiting local groups and organisations to share music with the community, and performing at the school summer fete. A highlight of the year is our trip to London, where the choir joins many other primary schools to form one large, combined choir—an experience pupils greatly enjoy and remember. Participation in these events is open to pupils in the relevant year groups, with some performing and others attending as audience members depending on the occasion. Most events are free for pupils, and where costs apply—for example, travel for external performances—subsidies or remissions may be available for families who are eligible. Our ongoing partnerships,

including those with our local music hub and community organisations, help us provide a broad and inspiring range of musical experiences for all pupils.

In the future

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

As children continue their learning journey through our school, by the time they leave our school, our wish is that they will be:

- **Lifelong learners**, who develop a lifelong love of music in all its forms.
- **Empathetic members of their community**, who show empathy for both real composers and characters and feelings they and others encounter when listening to a wide range of music.
- **Global citizens** who appreciate the diversity and cultural differences encountered in music styles from around the world.
- **Empowered** so they can make informed decisions about the type of music they enjoy and continue to enjoy exploring and experiencing different genres of music for the rest of their lives.

Further information (optional)

Our Vision "from a tiny seed… all things are possible"

Our music at the Acorn Partnership aims to embody our school vision. At our school, our music curriculum is intended to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument
- Understand and explore how music is created, produced and communicated

- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock.
- Use and understand musical language and include musical features in their own work
- Making judgements about the quality of music
- Have opportunities to play a wide variety of instruments
- Have different opportunities to take part in performances