

# Music development plan summary: Grampian Primary Academy 25-26

## Overview

Detail	Information
Academic year that this summary covers	25-26
Date this summary was published	September 2025
Date this summary will be reviewed	Summer 2026
Name of the school music lead	Patricia Parkin
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Derby 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.

<p><b>Curriculum Offer and Time Allocation</b></p> <ul style="list-style-type: none"> <li>• <b>Timetabling</b> <ul style="list-style-type: none"> <li>○ Years 1–6 receive <b>1 hour of music per week</b>.</li> <li>○ Some classes alternate weekly between:           <ul style="list-style-type: none"> <li>▪ <b>2-hour music lesson</b></li> <li>▪ <b>2-hour outdoor learning session</b></li> </ul> </li> </ul> </li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Follow <b>Charanga English Model Music Curriculum</b> (singing focus).</li> <li>• Develop:       <ul style="list-style-type: none"> <li>○ Enjoyment of singing with <b>good technique</b></li> <li>○ Understanding of <b>song meaning and emotions</b></li> <li>○ Awareness of <b>instruments, style, and features</b></li> </ul> </li> <li>• Use <b>actions, clapping, and simple dance</b> to support performance.</li> <li>• Begin <b>self-reflection</b> through recorded performances.</li> </ul>
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- Explore **percussion instruments** (names, sounds, basic playing).
- Introduce **ensemble skills** (playing together as a class).
- Perform:
  - **Nativity (Term 2)**
  - **Song to Year 2 (Term 3)**
- Introduce **basic rhythm reading** using Charanga rhythm grids.

## Year 2

- Continue **Charanga curriculum** with increased challenge.
- Develop:
  - Stronger **singing technique and ensemble skills**
  - Use of **musical vocabulary in discussion**
- Use **claves** to develop timing.
- Extend **percussion work** (accuracy, control, familiarity).
- Identify **band instruments** within songs.
- Explore:
  - **Lyrics, rhyme, and meaning**
- Perform:
  - **To Year 3 (Term 1)**
  - **Nativity**
  - **To Year 1 (Term 3)**
- Continue **rhythm reading** through Charanga grids.

## Year 3

- **Term 1 (Charanga – singing focus)**
  - Pop styles, performance, rhythm reading with claves.
  - Performance to **Year 2**.
- **Term 2 (African music)**
  - Study **djembe and African traditions**.
  - Compose structured pieces using:
    - Voice, percussion, and movement
    - Focus on **structure (sections, repetition)**
  - Notate rhythms and perform to **EYFS**.
- **Term 3**
  - **Bucket drumming:** pulse, coordination, rhythm development.
  - Begin **recorder:**
    - Introduce **pitch reading, notation, and technique**.

## Year 4

- Work with **Derby Music Hub specialist** (djembe).
- Develop:
  - Pulse through movement
  - Rhythm reading and singing
- **Steel pan programme (small groups):**
  - Learn **history and origins**
  - Develop **playing technique**
  - Compose in **ternary (ABA) form**

- Explore **harmony (C–F–G chords)** and mood
- Notate final compositions
- Regular **peer and teacher feedback**
- Perform:
  - **Steel pan ↔ djembe sharing**
  - Final performance to **parents and Year 3**

## Year 5

- **Term 1**
  - **Rap project:**
    - History, lyric writing, structure, texture
    - Use of percussion and improvisation
    - Record and evaluate performance
  - **Bucket drumming:**
    - Rhythm reading, rock structures, drum kit knowledge
- **Term 2**
  - **Recorder:**
    - Develop pitch/rhythm reading
    - Study **early music**
    - Improve tone and technique
- **Term 3**
  - **Minimalism:**
    - Listening and composing (layering, repetition)
  - **Charanga (K-Pop):**
    - Polished performance with rehearsal focus
- Additional listening work:
  - Explore **classical programme music**
  - Respond through **art and discussion (timbre focus)**

## Year 6

- **Term 1**
  - **Anti-bullying rap:**
    - Rhyme, rhythm, projection, performance
    - Group composition and solo opportunities
    - Performance in **assembly**
  - **Recorder (advanced):**
    - Ensemble playing and reading **full scores**
    - Study orchestral music
- **Term 2**
  - **Bucket drumming (advanced):**
    - Complex rhythms
    - Study **Queen and drum kit development**
    - Inspiration from musician journeys
- **Term 3**
  - **Performance skills:**
    - Voice projection, movement, stage presence
    - Preparation for **leavers' show**

- Additional listening:
  - Study **Oasis and The Beatles**
  - Focus on **lyrics, meaning, and musical impact**

### **Inclusion and SEND**

- Music is **fully inclusive and adaptable**:
  - Adjustments to **tempo, rhythm, pitch, and complexity**
  - Differentiation by **outcome and support**
- Strong focus on:
  - **Participation, confidence, and expression**
  - Use of **ensemble roles** (leaders, conductors)
- Wide access through:
  - **Singing, percussion, and composition**
  - Varied instruments with flexible techniques
- Support strategies:
  - TA and nurture provision (e.g. **piano, drums work**)
  - **Discussion-based learning** accessible to all
  - **Retrieval tasks and feedback** (multiple-choice/open-ended)

## 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.

### **Lunchtime Choirs and Ensembles**

- Wednesday – Year 2 Choir
- Thursday – Year 5 and 6 Choir
- Friday – Year 3 and 4 Choir
- Additional lunchtime drumming rehearsals:
  - Preparation for singing assemblies and performances

### **After-School Clubs and Extra-Curricular Offer (By Half Term)**

- Half Term 1
  - Songwriting Club (Year 5 & 6)
- Half Term 2
  - Percussion Club – glockenspiels (linked to *Jingle Bells*) (Year 4)
  - Group Christmas Song Project (Year 6)
- Half Term 3
  - African Drumming (Year 3)
  - Songwriting and instrumental development (Years 4, 5 & 6)
- Half Term 4
  - Singing and movement (Danny Go) (Year 1)
  - *Grampian's Got Talent* rehearsal club (Years 3–6)
  - Staff and student rock band (Oasis repertoire)
- Half Term 5

- Singing and movement (Danny Go) (Year 2)
- Steel Pans (Year 4)
- Half Term 6
  - Rock Band (Year 5 & 6)
  - Steel Pans continuation (Year 4)

#### **Additional Enrichment Opportunities**

- Dance Club (Year 1):
  - Spring term club led by class teacher
  - Culminates in a local performance event
- Peripatetic and External Learning
  - Individual piano lessons (small number of pupils)
  - Previous drum tuition (Year 6 pupil)
- Out-of-School Participation
  - Pupils attend:
    - Local choirs
    - Dance schools
    - Theatre groups
- Derby Music Hub Links
  - Promotion of weekend and holiday music opportunities
  - Regular encouragement for pupils to participate in wider musical activities

## **Part C: Musical experiences**

This list of musical experiences are musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

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## **In the future**

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

#### **Ongoing Priorities**

- Provide opportunities for pupils to experience live professional music at least once per year
- Invite parents and carers to attend and celebrate club performances where appropriate
- Maintain community links through performances (e.g. Christmas concert in local church)
- Continue to run *Grampian's Got Talent*
- Sustain and develop the steel pan after-school club

#### **New Developments (2025–2026)**

- Drum Kit Programme
  - Small group tuition (approx. 3 pupils)
  - Year-long commitment to build strong progression
  - Explore timetabled independent practice opportunities during the school week
- Informal Christmas Performance
  - Introduce a simple concert for parents/carers to share seasonal learning
- 'Bring Your Own Instrument' Club

- Support pupils with guitar/ukulele at home
- Encourage independent learning and practice habits

**Longer-Term Development**

- Develop local partnerships (e.g. host a singing festival with another school)
- Review and restore existing instruments (e.g. clarify and utilise clarinets)
- Invest in class sets of pitched instruments (e.g. durable glockenspiels) to strengthen whole-class performance opportunities