



Music development plan summary: Parsons Down Partnership

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	Miss Jenna Southern
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Berkshire Music Trust
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.

At Parsons Down Partnership we believe Music is a universal language that speaks to the heart and soul of every child. Becoming musical is not just about learning to play an instrument or sing in tune—it's about nurturing creativity, self-expression, and emotional intelligence from an early age. Music helps children develop critical listening, coordination, and memory skills, but more than that, it connects them to cultures, communities, and stories from around the world. In a time when children's mental health is an increasing concern, music provides a vital outlet for emotional expression and support. Through creative and shared musical experiences, it helps build self-esteem and a strong sense of belonging. Through music, children learn empathy, resilience, and collaboration, discovering that their voice—no matter how small—can be powerful and heard. In a world that is constantly changing, music remains a timeless tool for building



confidence, curiosity, and connection. By embedding music into the heart of school life, we give every child the chance to grow not only as a learner, but as a compassionate, expressive, and globally aware human being.

To support this vision, at Parsons Down Partnership we use Charanga Primary Music Scheme from Year 1 to 6. This comprehensive program meets all the requirements of the National Curriculum for music and ensures that all pupils:

- 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.

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It provides lesson plans, assessment, clear progression, and engaging and exciting resources to support every lesson. Each academic year is broken into 6 units of work (1 per half term), each divided into 6 progressive steps. Each unit is designed to take approximately six weeks, often focused on a specific genre, song or piece of music. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

Each Unit of Work focuses on the 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



At Parsons Down Partnership, we use the Charanga Musical School programme to help children develop a strong and lasting understanding of music. This approach revisits key musical concepts through a variety of engaging and enjoyable activities, allowing children to build their skills and knowledge step by step. By exploring the same ideas in different ways, children gain confidence and a deeper appreciation of music, helping them to become creative and expressive learners.

Our weekly singing assemblies allow children to develop the key singing principles outlined in the Model Music Curriculum (MMC) guidance published by the DfE in 2021.

- Warm ups will help pupils use their voices safely. There are many places to find good examples of vocal warm ups, and they will typically include vocalising, sirening and simple scales, as well as games to energise pupils.
- Breathing. Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively.
- Posture. A relaxed but stable stance (soft knees) sets the body up to produce an unforced but well-focused sound. Pupils, especially younger pupils, will often want to move to the music and this helps to facilitate that.
- Dynamics. When appropriate, class singing should include a dynamic range as a key expressive tool. Confident singing will often be loud but need not tip over into shouting.
- Phrasing gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody.
- Context. Music can often be brought to life by considering the context in which it was written, or by discussing the meaning of any words.
- Vocal health. Warming up before singing, staying hydrated, resting voices, particularly when there is lots of singing to do, keeping vocal muscles relaxed.

Early Years Music Curriculum

In Foundation stage pupils access the music curriculum through some elements of Charanga alongside:

- Daily class singing
- Access to musical instruments both inside and outside
- Cross-curricular opportunities to listen

Equal Opportunities

At Parsons Down Partnership, we believe that every child has the right to access a high-quality music education, regardless of their background, ability, or prior experience. Music is a powerful tool for expression and connection, and we are committed to providing equal opportunities for all pupils to participate, enjoy, and achieve in music. Through a carefully planned curriculum, inclusive teaching practices, and a range of

enrichment activities, we ensure that every child can engage meaningfully with music—whether through singing, playing instruments, composing, or performing. We also work closely with families and external partners to remove barriers to participation, ensuring that music is accessible, inspiring, and inclusive for all.

Monitoring and Assessment

We monitor the quality and impact of our music provision through a range of strategies to ensure it remains inclusive, engaging, and effective. Pupil voice interviews offer valuable insight into children's experiences and enjoyment of music, while staff questionnaires help us evaluate teacher confidence, the effectiveness of the Charanga scheme, and identify areas for development. This feedback informs targeted support and training, ensuring teachers feel confident and supported. Performances also provide meaningful opportunities to celebrate pupils' musical progress and assess their skills in a real-world context.

Part B: Extra-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.



- clubs such as choir and recorder clubs.
- Involvement in wider community events such as charity events and National celebrations.



- World Music Day celebration giving children the opportunity for pupils to perform for peers and also inviting parents and carers to share their own musical talents in school.
- Berkshire Music Trust provide whole class guitar tuition for Year 4 pupils.
- Weekly singing assemblies.
- A range of music shared with pupils in assemblies and classes.
- Rock Steady provide weekly in school band lessons.

At Parsons Down Partnership, children have the opportunity to deepen their musical knowledge, skills, and enjoyment through group and one-to-one guitar lessons delivered by peripatetic staff from Berkshire Music Trust. This enables all children, but particularly Gifted and Talented pupils to excel in their craft and hone their skills.

Throughout the year there are various musical clubs on offer to pupils, including recorder, karaoke and choir clubs. As part of our OPAL lunchtime provision there are opportunities to listen to and perform music.

Rock Steady music lessons provide an inclusive and engaging music experience where children form bands, make new friendships, and enjoy making music together. Through learning instruments and performing as a group, pupils develop key social skills, boost their wellbeing, and grow in confidence, all while having fun and sharing a love for music.

Weekly singing assemblies provide all children with an opportunity to listen to a wide variety of music and sing as part of a large school choir. These assemblies are used to practise songs which will then be performed at events such as our Spring Fling and at our local church during the Christmas period. Each daily assembly begins with music that complements and enhances the theme being explored, helping to create a thoughtful and engaging atmosphere.

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.

Each year children in Foundation perform a Christmas production, which includes singing songs and acting in order to tell the Christmas story to the school as well as parents and carers.



Our Year 6 pupils put on a summer production/musical which again is performed to the whole school as well as families.



On World Music Day we invite pupils to perform for their peers and also encourage parents to perform for pupils too. This offers valuable musical experience for pupils and is an opportunity to celebrate a variety of instruments, genres and the cultures they come from.

At our Spring Fling, classes perform songs, poems and dances and take part in whole assembly singing as part of our celebration of Spring.

Each December, the whole school comes together to visit a local church, where pupils join in singing and sharing the story of the birth of Jesus. This special event includes opportunities for children to take part in readings and for the choir to perform in a meaningful and reflective setting.



Whenever possible, but at least once a year, artists/musicians are invited/booked to perform at school. This includes Pantomimes, Peripatetic teachers, Parents/carers and demos from Berkshire Music Trust or other music organisations.

In the future

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

As a school, we are committed to continually enhancing our music provision to ensure that every pupil has access to a rich and inspiring musical education. Looking ahead, we aim to broaden the range of musical opportunities available, both within and beyond the classroom. This includes exploring partnerships with local music services, expanding extracurricular activities such as choirs or instrumental clubs, and providing more chances for pupils to perform and compose. We will regularly review our music curriculum and resources, seeking new and innovative ways to engage all learners, nurture talent, and foster a lifelong love of music. By remaining open to fresh ideas and continually evaluating our approach, we aspire to make music an integral and celebrated part of every child's school experience.



Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

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.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.