



TweedLearning

— FEDERATION —

Music Development Plan 2026-2027

Music development plan summary: Berwick St Mary's CE Primary

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Lynne Flint
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Berwick Partnership of Schools
Name of other music education organisation(s) (if partnership in place)	Berwick Community Music Hub – Sam Lord – Young Singing Leaders

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 St Mary's, we use the Charanga Primary Music Scheme across the school.

The intention of our musical curriculum is, first and foremost, to foster an appreciation for music, enabling children to feel confident and inspired in their musical endeavours and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need to become confident performers, composers, and listeners.

Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works.

Lesson Delivery – Within each music session there will be the following elements:

1. A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work;
2. A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

Charanga's Primary Music curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing more simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

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.

We are committed to providing a rich and diverse musical education that extends beyond the core curriculum. Our co-curricular music programme is designed to offer pupils a myriad of opportunities to sing and play music, thereby fostering a lifelong love for the subject. We recognise that music plays an integral role in personal and social development, enhancing creativity and self-expression.

1. As part of our strategy, we host Whole School Singing Assemblies, which serve as an excellent platform for the entire school community to come together and engage in collective singing. These assemblies introduce children to a range of new and traditional assembly songs, enriching their musical repertoire. Utilising the 'Words on Screen' approach, we ensure that all children, regardless of their ability, can access the songs, join in, and fully enjoy the shared experience of singing. Through these initiatives, we aim to instil a deep appreciation for music that will last a lifetime.
2. This strategy is supported with the provision of class/small group lessons in recorders and flutes, facilitated through our partnership with Berwick Community Music. Qualified instructors regularly visit the school to deliver tailored lessons, utilising a range of instruments to create an immersive learning environment.
3. The music strategy aims to foster a profound appreciation for singing among children. Central to this initiative is the singing within the Berwick School Partnership which supports events such as the Big Sing' allowing children to collaborate with as many others as possible to ignite their passion for music. By engaging directly with children, they will not only inspire young singers but also cultivate a supportive environment for their artistic development.

The Young Singing Leaders project assists in facilitating school-based concerts and activities, providing essential guidance and resources to enhance the musical experience. Furthermore, they will play a pivotal role in organising large-scale events that unite children from various schools, allowing them to perform together and share their love for singing. This collaborative approach is designed to create a vibrant musical community, promoting teamwork, creativity, and a sense of achievement among all participants. Ultimately, this strategy seeks to enrich the educational landscape and nurture the talents of the next generation.

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 will have the opportunity to perform or experience music as below:

- All children performing at Christmas to each other and for EYFS, KS1 and KS2 to parents
- Class choir and ensembles performing throughout the year in assemblies
- Year 6 perform in their end of year show to whole school and parents
- KS1 and 2 children get the opportunity to take part in Young Singing Leaders project.
- Musical visits and visitors to school, including Memory Laners, local musicians and theatre events.
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In the future

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

In future years, our Music Development Plan aims to achieve the following: -

- Introduction of a wider range of instruments on offer for whole class lessons
- Further develop engagement in extra-curricular music for Pupil Premium and SEND children.
- Expand the use of music within wider teaching environments and practice, such as the singing class projects in Summer 2026 within Year 3-4, which encouraged all children to engage in singing during non-supervised and supervised sessions.