

<p><b>School: Benjamin Adlard Primary School</b>  <b>Trust / Local Authority: Lincolnshire</b>  <b>Local Music Hub: Lincolnshire Music Service</b>  <b>Music Lead: Kelly Griffiths</b>  <b>Headteacher: Luke Lovelidge</b></p>	
<p><b>Date written:</b>  <b>04.07.2025</b></p>	
<p><b>THE VISION (intent)</b></p>	<p>At Benjamin Adlard, teachers plan and deliver Music lessons that meet the aims of the EYFS framework and the National Curriculum. Music is integral and embedded at Benjamin Adlard; with music being an enjoyable experience for both children and teachers alike. We aspire for Music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. Discrete, weekly music lessons (in KS1 and KS2) give frequent opportunities for children to listen, learn, improvise, compose, perform and appraise. We want children to feel confident, reflective and expressive, developing their own appreciation of music. As part of daily routines, such as coming into assemblies and lining up after lunch, children are exposed to different genres of music, from different cultures and different eras.</p> <p>Our key aim is to develop children’s ‘musicality’ so that they can freely and confidently express themselves in Music. In order to do this, we aim to make more music, think more musically and subsequently become more musical. We intend to deliver a curriculum which links to the three development pillars: Constructive (understanding musical elements), technical (producing sound vocally, musically and using music technology) and Expressive (having the freedom to be imaginative )whilst providing as many additional music experiences as possible (see Implementation).</p> <p>Our intention is that the broad exposure to music supports children to develop a love of music as well as supporting children’s social and emotional development.</p>

<p><b>THE OBJECTIVE (impact)</b></p>	<p>The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances and through participating in extracurricular activities with their children. Participation in music develops wellbeing, promotes listening and develops concentration. The opportunities at Benjammin Adlard support children to be confident to explore their creativity through music and singing; some children may aspire to be musicians, singers and performers.</p> <p>The integral nature of music provides an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They can analyse music and develop their abilities to express their opinions on music preferences.</p>
<p><b>KEY COMPONENTS</b></p>	<p>List the key components that will make up the music provision in your school. The list below is an example and should be adapted for your school:</p> <ul style="list-style-type: none"> <li>• Music Curriculum – based on Charanga</li> <li>• Charanga</li> <li>• Whole Class Instrumental Teaching</li> <li>• Music Membership</li> <li>• Progression from WCIT</li> <li>• Visiting Music Teachers</li> <li>• Engagement with Lincolnshire Music Hub</li> <li>• Links with other external organisations</li> <li>• Pupil Premium student engagement</li> <li>• CPD</li> <li>• Evaluation</li> <li>• Whole School Singing Assemblies</li> <li>• Performance Opportunities /</li> <li>• Community Outreach</li> <li>• Equity, Diversity and Inclusion (EDI) across all aspects of the curriculum</li> </ul>

<p><b>WHOLE CLASS INSTRUMENTAL TEACHING</b></p>	<p>Music is taught as a discrete, weekly subject across the school, using the Charanga Model Music Curriculum (MMC) as the core resource for delivery. Through this approach, children explore a wide range of musical styles and genres from different cultures, time periods, and traditions. They engage with music through active listening, performing, and composing—developing a deeper understanding of musical elements, context, and structure.</p> <p>Throughout each unit of work, children are encouraged to use and develop their singing voices, body percussion, and whole-body actions. They learn how to play instruments such as the glockenspiel, progressing from chime bars in Key Stage 1 to both bars of the glockenspiel in Key Stage 2. The musical pieces introduced are carefully sequenced to build on pupils’ skills and confidence, including the ability to read and perform increasingly complex notation.</p> <p>In the Early Years, a specialist music teacher from the Lincolnshire Music Service delivers the Interactive Music Programme (IMP), offering fun, engaging experiences that introduce children to the foundational dimensions of music.</p> <p>In Year 4, a visiting music specialist leads a dedicated unit on brass instruments, with a particular focus on trumpet tuition. This provides children with a valuable opportunity to learn a new instrument in a focused and supportive setting.</p> <p>Across Key Stage 1 and Key Stage 2, music is taught by skilled class teachers who follow a bespoke, well-structured Charanga curriculum. The school has invested in a full range of musical instruments to ensure every child has access to their own during lessons. Additionally, Djembe drums have been purchased to offer all pupils the opportunity to take part in extra-curricular music tuition outside of the school day.</p> <p>All music lessons are fully inclusive. Teachers adapt and differentiate activities to ensure all children can participate meaningfully. For those with cognitive needs, simplified notation and accessible resources allow every child to take part in performing the same musical pieces as their peers.</p>
<p><b>IMPLEMENTATION OF KEY COMPONENTS</b></p>	<p>Music is taught weekly as a discreet subject. Additional opportunities occur at key points of the year for all year groups as well as musical opportunities from external experts.</p> <p>Teachers assess music using MMC expected standards. Teachers assess against the following criteria: <b>singing, playing and performing, listening and musicianship and improvising and composing.</b></p> <p>Year groups 1 to 6 take part in a weekly music assembly. The songs planned for the year are based on music, some of which are from ‘Out of the Ark’. These allow children to be expose to a variety of songs including singing in</p>

	<p>unison, singing in parts and singing at different tempos/dynamics. There is an expectation that Key Stage 1 learn and are able to sing the chorus in unison whereas it is expected Key Stage 2 learn and sing the whole song in unison.</p> <p>To enable our children to develop confidence when performing, at the end of each unit children have the opportunity to perform to the school and parents/carers.</p> <p>In addition to this, our children have the opportunity to take part in Benjies Singsation, Young Voices, Lincolnshire Singsation, Working with Music in Residence, RockSteady workshops, drama and Djembe club.</p>
<p><b>EVALUATION PROCESS FOR THE SUCCESS OF THE MUSIC DEVELOPMENT PLAN</b></p>	<p>Every term the Music Lead and Headteacher will meet to discuss and review the implementation and impact of the Music Development Plan. Based on this review, effective next steps will be identified and action by the Music Lead at the 'Subject Spotlight' CPD session for all teachers.</p>
<p><b>LAISE WITH OTHER SCHOOLS</b></p>	<p>This year, our music lead has actively engaged with other schools through training courses, sharing best practice and strengthening subject knowledge. From September 2026, they will also be part of a subject-specific Community of Practice across the Anthem Trust. This will provide regular opportunities to collaborate with colleagues, share successful approaches, and align curriculum delivery—ensuring a high-quality and consistent music education for all pupils across our school.</p>
<p><b>BUDGET MATERIALS AND STAFFING</b></p>	<p>Leaders are committed to ensure an amount of the school's budget is allocated to ensure the following provision:-</p> <ul style="list-style-type: none"> <li>• Lincolnshire Music Service tuition</li> <li>• WCIT teaching</li> <li>• Subside an amount towards PP/SEN children accessing music tuition</li> <li>• Enrichment Activities such as workshops and hosting live music in school</li> <li>• After school enrichment clubs accessible to all</li> <li>• Instruments and resources</li> <li>• Subscriptions and licenses</li> <li>• PPA time</li> <li>• Cover to allow music lead to attend CPD such as SCPs</li> </ul>

<p><b>PUPIL PREMIUM AND SEND PROVISION</b></p>	<p>The school is committed to subsidising a set amount towards music tuition for those pupils who are disadvantaged. This ensures that they are accessible to all pupils.</p> <p>Highly skilled music teachers run free after school clubs for all pupils to support pupils to develop their talents and interests further. This includes singing, drama and learning the Djembe drum.</p> <p>The school supports additional music funding through activities such as fundraising. The money raised is put towards further opportunities for children to watch or perform live music, for example Young Voices.</p> <p>There is a culture within the school that all children, including disadvantaged and SEND pupils, access all music sessions. For those with severe needs this can take place through direct TA support or adaptations within the music sessions. This is done sensitivity to ensure they are part of the ensemble. Teachers support those children with high needs to access the performing part of the curriculum by adapting the instruments they use. An example of this is in Key Stage 2, pupils may use a chime bar or percussion instrument.</p> <p>Examples of reasonable adjustments made for SEND pupils:</p> <ul style="list-style-type: none"> <li>• Pre-teaching vocabulary such as the dimensions of music</li> <li>• Providing ear-defenders when a child is sensitive to volume</li> <li>• Differentiating the expectations of sheet music, eg. Using shapes instead of notations</li> <li>• Offering alternative beaters to support fine motor skills</li> <li>• Offering a range of musical instruments, including percussion to allow each child to have a musical role.</li> </ul> <p><b>Barriers</b></p> <ul style="list-style-type: none"> <li>• Parents who struggle with literacy skills are not able to complete the Lincolnshire Music Service application form for private tutoring.</li> </ul>
<p><b>TARGETS FOR THE NEXT ACADEMIC YEAR</b></p>	<ul style="list-style-type: none"> <li>• Further raise the profile of private tutoring to ensure more engagement from all pupils, in particular those from disadvantaged backgrounds.</li> <li>• Embed the 'Singing Spines' for each class, ensuring songs are used regularly across the school day to build confidence, pitch accuracy, and musical memory.</li> <li>• Implement an effective assessment strategy to track progression in musical knowledge and skills, ensuring teachers can identify next steps and provide appropriate support and challenge for all learners.</li> <li>• Develop further enrichment opportunities for children to explore their musical talents and interests, and to reflect on their exposure to a broad range of musical experiences.</li> <li>• Develop further enrichment opportunities for children to reflect on their exposure to music.</li> </ul>

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