



Bickleigh Down Church of England (Aided) Primary School

School Music Development Plan (SMDP)

Academic Years:	2025–2028
Subject Leader:	Mr C Harding
Scheme:	Charanga Musical School
Hub Partner:	Devon Music Education Hub

1. Vision & Ethos for Music

At Bickleigh Down Church of England (Aided) Primary School, music is valued as a powerful vehicle for expression, creativity, worship, community and personal growth, rooted in our Christian values of love, hope, aspiration, spirit and forgiveness.

Our vision is that every child:

- Develops a love of music
- Learns to sing, perform, compose and listen with confidence
- Experiences success regardless of background or starting point
- Has access to high-quality, progressive musical education

This vision aligns with the National Plan for Music Education (2022) commitment that *“all children and young people should have the opportunity to learn to sing, play an instrument and create music together.”*

2. Curriculum Intent

Our music curriculum aims to ensure that all pupils:

- Receive at least one hour of high-quality music teaching per week
- Learn progressively across EYFS to Year Six through Charanga Musical School’s spiral curriculum
- Develop skills in:
 - Singing
 - Listening & appraising
 - Playing instruments
 - Composing
 - Performing
 - Musical vocabulary & notation
- Experience music from diverse cultures, traditions and styles
- Build confidence through shared musical experiences

The curriculum is fully mapped and delivered through Charanga, ensuring progression, inclusivity and alignment with national expectations.

3. Curriculum Implementation

3.1 Teaching & Learning

- Weekly music lessons delivered using **Charanga Musical School**
- Consistent lesson structure:
 - Sing
 - Listen & appraise
 - Play instruments
 - Improvise & compose
 - Perform and reflect
- Lessons delivered by:
 - Class teachers (supported by Charanga CPD)
 - Devon Music Hub specialists (where available)

3.2 Singing Strategy

- Whole-school singing in worship four times a week.
- Half-termly whole school singing rehearsals.
- Regular singing:
 - In class at the start of all music lessons and through cross-curricular songs
 - During daily worship
 - At school events, internal and external activities and church services
- Repertoire includes:
 - Hymns and worship songs
 - Traditional and contemporary songs
 - Songs linked to curriculum themes

3.3 Instrumental Learning

- Whole-class ensemble teaching (WCET) introduced in Key Stage One.
- Instruments learnt in WCET through the school include:
 - Recorders
 - Ukuleles
 - Djembe drums
 - Ocarinas
 - Glockenspiels
- Opportunities signposted for:
 - Devon Music Hub instrumental lessons
 - Area bands, choirs and ensembles
 - Rock Steady Music School

4. Progression & Assessment

- Clear progression is mapped via Charanga's skills and knowledge framework
- Assessment methods:
 - Ongoing teacher observation
 - End-of-unit reflections
 - Performance opportunities
 - Recorded evidence for self-assessment
- Assessment used to:
 - Identify pupils requiring additional support
 - Stretch and challenge more confident musicians
- SEND and disadvantaged pupils fully supported through adaptive teaching

5. Inclusion & Equality

Music provision ensures:

- All pupils can access lessons regardless of ability or background
- Adaptive instruments and alternative recording methods where needed
- Financial barriers addressed through:
 - School support
 - Devon Music Hub subsidies (MEG)
- Cultural diversity reflected in listening and performance repertoire through Charanga lessons.

6. Enrichment & Wider Opportunities

Pupils experience music beyond the classroom through:

- Performances:
 - Harvest, Christmas and Easter services
 - School productions and assemblies
 - The Spring Music Concert celebrating WCET
- Extra-curricular opportunities:
 - Music clubs
 - Choir
- Community links:
 - Local church services
 - Community singing.
 - Charity singing events.
- Opportunities to attend live or virtual performances

7. Staff Development (CPD)

- Teachers have access to Charanga training modules
- Music Leader attends:
 - Devon Music Hub subject leader networks (virtual)
- Ongoing support with:
 - Confidence in delivery
 - Vocal leadership
 - Assessment and progression

8. Resources

- Charanga Musical School subscription
- Class sets of tuned and untuned percussion
- WCET sets hired from Devon Music Education Hub
- Listening and recording technology (when available)
- Storage and maintenance plan reviewed annually

9. Monitoring, Evaluation & Impact

The Music Lead will:

- Monitor planning and lesson delivery
- Review assessment data annually
- Gather pupil voice
- Observe lessons where appropriate
- Report to:
 - Senior leadership

- Governors

Expected Impact

- Improved pupil confidence and enjoyment in music
- Secure subject knowledge and musical vocabulary
- High-quality performances
- Clear progression across year groups
- Pupils ready for the next stage of their education
- Personal development positively impacts on: emotional wellbeing, confidence and self-esteem, discipline and resilience, cognitive skills, creativity, communication, social skills, leadership, physical coordination, cultural awareness and identity.

10. Three-Year Development Priorities

Priority 1: Strengthen Singing Culture (2025–26)

- Expand whole-school repertoire
- Improve vocal confidence of staff
- Regular singing events

Priority 2: Instrumental Progression (2026–27)

- Develop KS2 instrumental pathway
- Increase take-up of music lessons
- Develop some ensemble performance opportunities

Priority 3: Performance & Community Links (2027–28)

- Increase performances beyond school
- Strengthen church and local partnerships
- Celebrate musical achievements more widely

11. Links to Strategic Guidance

This plan aligns with:

- National Plan for Music Education (2022)
- Devon Music Education Hub strategy
- Charanga Musical School progression framework
- Ofsted Education Inspection Framework 2025
- Church of England Vision for Education