Music development plan summary: Hawkchurch Church of England Primary School

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Claire Wiscombe
Name of school leadership team member with responsibility for music (if different)	Andrew Keay
Name of local music hub	East Devon Music Hub

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 Hawkchurch Church of England (CofE) Primary School, we utilise the Charanga Music Scheme. Our scheme of work meets the statutory requirements of the National Curriculum for music, ensuring that all pupils engage with essential musical knowledge and skills.

- 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.
- Pupils also learn to play recorders, ocarinas, keyboards and ukuleles through the Charanga instrumental scheme, allowing them to develop practical musicianship and build confidence in using tuned instruments.

Our Intention.

To help children feel that they are musical and to cultivate a lifelong love of music. The class teacher delivers a structured scheme of work, adapting it to ensure that every child can access and enjoy music within our school environment. We explore music through the inter-related dimensions of performing, listening, composing, and the history of music, focusing on developing the skills, knowledge, and understanding necessary for children to become confident performers, composers, and listeners.

Children will acquire musical skills, including singing, playing both tuned and untuned instruments, improvising, composing music, and listening to and responding to a variety of musical styles. Our curriculum introduces children to music from across the globe and spanning generations, thus fostering an understanding of the historical and cultural contexts of the music they engage with, while instilling respect and appreciation for the diverse traditions and communities represented.

Pupils are taught musical notation and the fundamentals of composition. Incorporating body percussion and vocal sounds allows students to grasp musical elements without the complexity of instruments. As children progress, we anticipate an increase in their capacity for sustained concentration and the ability to engage with more extended pieces of music.

Through music lessons, children develop descriptive skills, learning how music can embody feelings and emotions. We impart disciplined skills in recognising pulse and pitch, while also teaching collaborative music-making and the fusion of individual sounds. Our curriculum facilitates the development of transferable skills such as teamwork, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These competencies are vital to children's overall learning development and hold broader applications beyond their educational experiences.

Our Implementation.

In accordance with the National Curriculum (2014) and the Model Music Curriculum (2021), we ensure that a comprehensive coverage of knowledge and skills is developed throughout the school. We cover one unit per half-term, with music being

taught by the class teacher as a discrete lesson, typically lasting 60 minutes. Charanga provides a classroom-based, participatory, and inclusive approach to music learning.

Throughout the scheme, children are actively engaged in developing their singing voices, employing body percussion and whole-body actions, and learning to handle and play classroom instruments effectively. This allows them to create and express their own music, as well as that of others. Through a variety of whole class, group, and individual activities, children explore sounds, listen actively, compose, and perform.

During music lessons, children are introduced to music-specific vocabulary within a meaningful context. This enables them to use the language of music to engage in discussions, while also understanding how music is created, performed, appreciated, and analysed. They learn to recognise and name the interrelated dimensions of music—pitch, duration, tempo, timbre, structure, texture, and dynamics—and apply these elements expressively in their own improvisations and compositions. Furthermore, the curriculum provides opportunities for collaboration through composition, thus enhancing their musical development.

Our Lesson Delivery

In our music curriculum, a clear learning objective is established, allowing both the teacher and the students to effectively assess the lesson's progress. Each session begins with a retrieval exercise designed to reinforce prior learning. Subsequently, students are introduced to new concepts that coherently align with our overarching theme of study. They are encouraged to engage with various assessment and deeper thinking questions regarding the skills acquired. Throughout the unit, lessons encompass performance, composition, specific listening tasks, and the practice of giving and receiving constructive criticism. A collaborative component is integral, with each lesson featuring whole-class activities and opportunities for group work.

Our Adaption

Pupils with additional needs can participate and progress well in Music at Hawkchurch CofE Primary School. We strive to remove barriers to learning through the effective use of technology and various tools. Our positive and proactive approach ensures that all children can express themselves and take an active part in lessons. Recognising the diverse musical abilities present in all year groups, we provide tailored learning opportunities by aligning the challenge of tasks with each child's ability. We achieve this through a variety of strategies, including setting open-ended tasks that encourage multiple responses, designing tasks of increasing difficulty, and offering resources appropriate to the child's capabilities. This inclusive approach fosters engagement and development for every pupil in our music programme.

Our Resources

We have:

- Percussion instruments
- Selection of instruments from other cultures
- Xylophones.
- Keyboards
- Christmas production packs
- Recorders / Ocarinas
- Electric drum set
- Ukuleles

Our Assessment

Ongoing assessment for learning practices are integral to both class and group sessions, where the learning objective is consistently shared and referenced. This includes self and peer assessments, fostering understanding of individual outcomes and progress. We are actively developing our summative assessment practice to enhance the accuracy of our evaluations. At the conclusion of the academic year, teachers will make informed summary judgements regarding each pupil's musical skills and development, aligning these assessments with the National Curriculum or the Foundation Stage Framework. These findings are then duly recorded in the end-of-year reports provided to parents and guardians.

Working with our Music Hub

Teachers have received training on using the Charanga scheme developing the Model Music Curriculum, and Creative Music Scheme (2026), auditing current provision and applying for music Momentum Fund, from the Devon Music Education Hub.

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.

Key Stage 2 pupils are offered the opportunity to access instrumental tuition delivered by specialist music staff at the secondary school. These lessons are provided as private tuition, enabling children who wish to pursue music further to receive high-quality, personalised instrumental teaching beyond the core curriculum.

We also include regular singing as part of our collective worship, allowing pupils to come together as a community to develop their confidence, musicality, and enjoyment of singing within a shared reflective space.

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.

Being a small school has not restricted our opportunities for the children to develop their music skills. The children are greeted each day by a variety of music genres, including classical, hip hop, country, various cultural music, pop, and rock, enriching their daily experience.

During the course of a typical year, pupils have regular opportunities to perform for the school community—such as the Christmas production, Church assemblies, and various festive events held at school. We are keen to extend these opportunities by engaging in further community events, including the village fete and celebrations, as well as performances at nearby residential homes. Additionally, we actively advertise and signpost our families to local music events and opportunities.

In the future

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

With funding support and working alongside our local primary schools, trust schools, and our Music Hub, we aim to continue our efforts in the following areas:

We seek to provide our children with the opportunity to watch live music performances, thereby inspiring a sense of awe and wonder.

We will continue professional development for our staff, focusing on how music education and musical experiences can effectively engage and inspire our most vulnerable children.

We would like to work with a local music charity to enhance our provision, providing pupils with enriching musical opportunities, specialist input, and wider community engagement that supports their musical development.

Further information (optional)

Charanga Music Scheme - A world-leading, configurable music teaching and learning platform

Our local Music Hub - Area - Devon Music Education Hub