

Music development plan summary: Soudley Primary School

Overview	
Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	
Date this summary will be reviewed	September 2026
Name of the school music lead	Jane Evans
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Gloucestershire music Hub
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

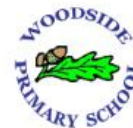
This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

At Soudley we want our children to:

- Have had every opportunity to understand the universal language of music and that it is one of the highest forms of creativity
- Have a very good awareness and appreciation of different musical traditions and genres associated with their locality and contrasting localities.
- Have developed an immersive and rapidly widening repertoire of songs and musical experiences from which they have opportunities to create imaginative, fluent and distinctive compositions and performance work (....immerse, innovate and invent)

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- Have the ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- Have a musical understanding and knowledge of music, including developing levels of technical expertise.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.

A commitment to a diverse range of musical activities and have learnt to sing on their own and with others.

The long term plans for each class can be found here:

<https://soudleyschool.com/wp-content/uploads/2024/09/KS1-long-term-curriculum-plan.pdf>

<https://soudleyschool.com/wp-content/uploads/2025/01/KS2-Long-term-curriculum-plan.pdf>

Details of how we support pupils with disabilities and special needs can be found in our curriculum policy-

<https://soudleyschool.com/wp-content/uploads/2024/03/Additional-Needs-Policy-November-2023.completed-docx.pdf>

We currently use the Charanga scheme of learning for our music teaching throughout school. This is a comprehensive scheme that covers all elements of the music curriculum. Some additional units have been prepared for KS1 linked to topics and aimed at developing more exploration of percussion instruments. In class 3 pupils also have 10 weeks whole class ensemble tuition each year. Each class completes 3 charanga units per year, each unit comprises six, hour long sessions. The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as our weekly whole school singing session, various concerts and performances and the learning of instruments. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Using this resource, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are

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able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom, children learn how to play the glockenspiel, and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

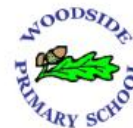
Every year Year 3/4 children have the opportunity to learn an instrument through Gloucestershire Music's Whole Class Ensemble programme (WCET). This has included violins, ukulele and flute. This year a number of PP pupils have been given the opportunity to continue individual instrument lessons. This year KS2 pupils also had the opportunity to take part in "Young Voices

Part B: Extracurricular 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.

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Year group	Extracurricular opportunities available to all	Music tuition	
EYFS			
KS1			
KS2	Young voices choir	Individual/group instrument tuition-£	

A £ sign signifies a cost to parents/carers. However, pupil premium can be used to support pp pupils.

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.

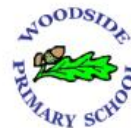
	Autumn	Spring	Summer	
EYFS	Harvest Nativity Play			
KS1	Harvest Nativity Play Pantomime			
KS2	Harvest Pantomime	Young Voices	End of year play WCET performance	

In the future

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

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Improvement	Is the change to A: curriculum music B: extra-curricular music C: musical experiences?	Date	
Develop whole school/Key Stage singing using Assembly time.	B	2025-26	
Continue to develop and embed the charanga music scheme across the school	A	2025-2026	