



Music development plan summary: Bugle School

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Catherine Atkins
Name of school leadership team member with responsibility for music (if different)	Becky Thorpe – Head of School Bridget Rundle – Strategic Partner
Name of local music hub	Cornwall Music Hub
Name of other music education organisation(s) (if partnership in place)	Anna Minear First Access/Choir Teacher

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.

The school, alongside the First Access Teacher, delivers the subject content set out in the National Curriculum using the Charanga scheme of work. Charanga is informed by the model music curriculum and follows a spiral curriculum format where learners revisit and develop their skills and understanding over time.

The structure of all music lessons, as detailed in the Model Music Curriculum, contribute to the increasing development of musicianship and include singing, listening (and appraising), composing and performing.

The school uses the mixed-age planning and each Charanga unit of work involves a variety of musical activities, centred around given songs:

- Understanding Music
- Listen and Respond
- Learn to Sing the Song
- Play Your Instruments with the Song
- Improvise with the Song
- Composition
- Perform the Song



Scheme Overview

Introduction

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

How the Scheme is structured

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing Instruments
 - e. Improvisation
 - f. Composition
3. Performing

The Activity Manual

This manual will give you knowledge, understanding and support when preparing and delivering your music lessons. It will explain the supporting ideas and methodology and how each strand of musical learning within the Units of Work correspond with the national curriculum. Use it as a handbook, a teaching companion.

Various ways/ideas to tackle the mixed-age group issue

1. Deliver a two-year rolling programme - this will alleviate repetition.
2. Build your own scheme from the Units of Work, topics and other resources in Freestyle. In order to do so you will need extra units if you have extra classes so:
 - a. You could deliver less Units of Work in each year so perhaps you might deliver something different in Autumn 2 linked to what is taking place at Christmas time - perhaps use one of the productions. This means that you will have some spare units.
 - b. Use Summer 2 for revision and practise for a concert. Summer is notoriously difficult anyway due to SATS, Sports Day etc. Again, you will have spare units.

Learning Progression



The diagram above depicts the depth of learning that occurs as the children move through the year groups. As they progress, the colour deepens and the learning widens.

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities.

Mastery in your music lessons

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The Activity Manual guides you through each strand of musical learning from Reception to Upper Key Stage 2 in order for you, as a teacher, to plan for your teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Scheme Progression Overview With Teaching And Learning Outcomes is a new document that can be used for a teaching and learning overview of each unit, year and Key Stage. This document brings all the possible musical learning outcomes together for the end of year and Key Stage, linking to the Progressive Teacher and Children's Statements within the Assessment Framework. It highlights differentiated and deeper learning for each child, that constantly builds through each step/lesson, unit and year.

Resources/Instruments

- A class set or half a class set of glockenspiels - this is the most important resource along with any un-tuned percussion instruments you might have in school
- iPad app - glock or un-tuned percussion app can be used
- Recorders - use if you have experience playing and teaching this instrument
- If children play band/orchestral instruments, encourage them to use those instruments in the music lesson
- A combination of the above

Mixed Year Groups

If you are delivering the scheme in a school with mixed age or year groups, please do adapt it to suit your needs. Remember that the Units of Work are progressive but can also be delivered as stand-alone units due to the depth of learning and spiral progression methodology. This means you can choose a Unit of Work for your class by looking at the suitability of the main unit song for the age group that you are teaching.

What is included in each Unit of Work?

1. Listen and Appraise
2. Musical Activities include Games, Singing, Playing, Improvising and Composing
3. Perform/Share

Each lesson in the Scheme is designed to last for one hour but can be taught in 45 minutes if there are time constraints. It is difficult to teach a credible music lesson in less than 45 minutes. If you are in this situation you may prefer to use the Musical School Freestyle approach where you can build your own lessons to suit your circumstances (in the Freestyle tab at the top of the page).

How to structure an hour long lesson:
Listen and Appraise – 20 mins
Musical Activities – 25 mins
Perform/Share – 15 mins

How to structure a 45 minute lesson:
Listen and Appraise – 15 mins
Musical Activities – 20 mins
Perform/Share – 10 mins

1. Listen and Appraise



This overview diagram includes all the listening opportunities in this Scheme through historical periods to present day.

Style Indicators

Style	Years
Rock	2
Big Band	2
South African	3
Blues	3
Shanghaï	4
Funk	4
Folk	5
Latin	5
Pop ballad	6
Minstrel	6
Ragtime	6
Reggae	6
Jazz	6

This Style Indicator guide will support learning and is printable.

2. Musical Activities

All activities are based around a song. The Activity Manual provided is to support the teaching and learning here.

- a. **Games** embed the Interrelated Dimensions of Music through repetition
- b. **Singing** is at the heart of all the musical learning
- c. **Playing** instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
- d. **Improvising** with the song using voices and instruments occurs in some Units of Work
- e. **Composing** with the song using instruments occurs in some Units of Work

3. Perform/Share

Share what has taken place during the lesson and work towards performing to an audience.

Musical Progression

The musical progression through KS1 and KS2 is demonstrated in the diagram below. The instrumental work is differentiated allowing children to move through the relevant parts as they need to. Remember that an integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities.



Musical Progression KS1



Musical Progression KS2

Term	Unit	Style covered (thematic context)	Topic and cross-curricular links
Autumn 1	Hey You!	Pop	Links to cross-curricular links: Year 1 and 2 focus on children's literature. This includes the concept of a story and the use of story to explore a variety of genres. All learning opportunities are designed to be fun and engaging. Musical context of 'Hey You!'.
Autumn 2	Rhythm in The Way We Walk and Banana Rap	Pop, Hip Hop	Action songs that link to the foundations of music.

Style and Cross-Curricular Links KS1

Term	Unit	Style covered (thematic context)	Topic and cross-curricular links
Autumn 1	Let Your Spirit Fly	Pop, Musical Theatre, Classical, Musical, Jazz	Introduction to the language of music. Theme and background.
Autumn 2	Overseas Stage 1	Learning based on the theme of 'Overseas'.	Introduction to the language of music. Theme and background.
Spring 1	Three Little Birds	Reggae	Animals, Animals, Country and the National Anthem of musical styles.
Spring 2	The Dragon Song	Compositional	Compositional

Style and Cross-Curricular Links KS2

Assessment

The Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility for you to upload and store digital evidence.

Visit 'Assessment' in the 'My Workspace' tab to use the full Musical School Assessment Framework (you can refer to the assessment documentation on the right hand side of the Scheme home page).

Musical Progression – KS1

Year	Term	Units of Work	Key	Differentiated Instrumental Progression						Progression for Improvisation			Progression for Composition		
				Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Autumn 2	Rhythm in The Way We Walk and Banana Rap	C	Singing and performing only						Singing and performing only			Singing and performing only		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable		
1	Summer 1	Your Imagination	C	G	C,E,G	E,G,A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A
1	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision												
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/A	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable		
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A
2	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision												



Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression						Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minims rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition						Singing, rapping and lyric composition			Singing, rapping and lyric composition			
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			

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Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression						Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
5	Autumn 1	Livin' On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E, F#	G,A,B or D,E, F#,G,A
5	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	Not applicable		
5	Spring 1	Make You Feel My Love	C	C,D	G,A,B,C	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D
5	Spring 2	The Fresh Prince Of Bel-Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
5	Summer 1	Dancing In The Street	F Major	F	F, G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
5	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			
6	Autumn 1	Happy	C Major	G,A	B,A,G	E,D,C,B,A,G,E	Minims and rests	Semibreves, Minims and rests	Quavers, Dotted Crotchets, Minims, Semibreves and rests	A	A,G	A,G,B	A,G	A,G,B	C,E,G,A,B
6	Autumn 2	Classroom Jazz 2	C Major	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	Crotchets and Quavers	Crotchets and Quavers	Crotchets and Quavers	C,D,E	C,D,E,F,G	C,D,E,F,G,A,B,C	Not applicable		
			C Blues	C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable			C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable		
6	Spring 1	Benjamin Britten - New Year Carol	G	G,F	F,A,F	N/A	Minims and rests	Crotchets and Minims	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
6	Spring 2	Music And Identity	Coming soon...												
6	Summer 1	You've Got A Friend	C	G,A,B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, Quavers, Minims, dotted notes and rests	Quavers, Dotted Crotchets, Minims, Dotted Minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D
6	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			

The First Access Teacher delivers music lessons throughout the academic year to children across the school. The music specialist delivers one hour music teaching to each class over the course of a whole term where she focuses on teaching the acquisition of skills to play an instrument, composition and performance. The choice of instruments used is determined by the age and ability of the children in each year group. This year we are focusing on cornets and recorders. In previous years the children have had experience of playing ukuleles, African drums and keyboards.



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.

The school has a choir which meet in school during a lunchtime and is open to children across the school. The choir meet on a weekly basis and take part in a range of performance opportunities both inside and outside the school.

The school has strong links with the ASONE Hub. The school choir has represented the school at events such as Songfest and The Big Sing (collaborations of Cornish primary schools singing and performing together) and will continue to do so this year.

The school has good links with the local community and the school choir are regularly invited to perform at the Bugle Derby and Joan gatherings. For many years, the school choir has been to visit two local care homes in the community to sign carols at Christmas time.

The recorder club is a relatively new offer to the children at the school. Children meet on a weekly basis during this lunchtime activity.

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.

There are regular opportunities for children to sing, play and perform throughout the school year. These include:

- Weekly singing assemblies
- Christmas Performances for EYFS/KS1 and KS2
- Community carol singing
- Songfest
- The Big Sing
- Visiting musicians

The West of England Bandsmen Festival, which is known locally as the Bugle Band Contest, is a renowned local outdoor event which celebrates the musical heritage of the area, dating back to 1912. Local brass band players have visited the school around the time of the Band Contest which is held in June each year to perform for the children.



In the future

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

During the academic year 2024-25, we will continue to utilise the experience and expertise of our First Access Teacher and build upon the knowledge and skills of all our teachers by providing continued music CPD and training.

Over the next academic year, the school will focus teaching and learning opportunities which:

Develop a wider knowledge of composers and musicians

Over the next academic year, we will be developing the profile of music across the school by introducing Musician of the Month in our singing assemblies. Children will learn about the history of one famous artist and be exposed to a range of their work over the course of the month.

Provide opportunity for individual music lessons

We will determine which musical instruments children wish to learn, and with the support of Cornwall Music Service Trust (CMST), we will access a music teacher who can provide music lessons for our children. Wherever possible, we will support families to access additional funding to facilitate this.

Developing an understanding of music as a career

We aim to expose the children to the possibilities of fostering musical interest and learning to play instruments by highlighting potential career opportunities in this area. We will do this by inviting people who have built their career in music to come and meet with the children to share their stories.

Further information

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.