

Music development plan summary: Coleridge Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Jessica Shaw
Name of school leadership team member with responsibility for music (if different)	Ian Tankard
Name of local music hub	Rotherham Music Services
Name of other music education organisation(s) (if partnership in place)	Charanga

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

Our Context

Coleridge Primary School is located in Eastwood, Rotherham, an area that ranks within the top 1% of the most deprived Lower Super Output Areas (LSOAs) in England. This high level of deprivation reflects broader socioeconomic challenges within the town and significantly impacts the children and families we serve.

Our school proudly represents a richly diverse community, bringing together children from a wide range of cultural backgrounds. In designing our Music Curriculum, we carefully considered its role in developing cultural capital and social capital for our pupils. We recognise the transformative impact that access to high-quality music education can have, particularly in enhancing opportunities for children who may face barriers to such experiences.

At Coleridge, our primary focus is on nurturing young minds. We are built on the strong foundations of love and respect, providing a caring environment where children can flourish academically, socially, and emotionally. We strive to ensure that every child reaches their full potential without hindrance.

Music is an integral part of our curriculum, reflecting its importance in developing creativity, confidence, and self-expression. All children from Year 1 to Year 6 receive one hour of dedicated music instruction each week. This consistent exposure enables pupils to develop essential listening, performance, and composition skills, while also deepening their appreciation and enjoyment of music.

Through this approach, we aim to inspire a lifelong love of music and equip our children with valuable skills that will support their wider learning and personal development.

Our Curriculum

“The Power of Music- Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.”

(Department for Education, Model Music Curriculum)

Music at Coleridge – Inspiring Lifelong Learning and Belonging

At Coleridge, our vision is to nurture children who are independent, confident, and successful lifelong learners. We aspire for our pupils to develop high aspirations and the adaptability to make a positive impact within their local community and wider society, both now and in the future.

Through our Music Curriculum, we aim to provide enriching experiences that not only prepare our children for future opportunities but also develop a strong sense of belonging within school and their local area. Music enables us to celebrate the rich diversity of our community and embrace the wide variety of people and cultures it represents.

Our curriculum is designed around the Model Music Curriculum, using the Charanga scheme as its foundation. This structured, spiral approach to musical learning ensures that knowledge and skills are revisited, consolidated, and progressively built upon. Each unit is carefully sequenced to allow children to strengthen their musical confidence and fluency while gently challenging them to extend their abilities further.

To enhance their cultural capital, children have the opportunity to engage with specialist musical tuition. At Coleridge:

- Year 3 pupils receive tailored recorder lessons delivered by specialist teachers.
- Year 4 pupils will participate in whole-class ukulele lessons.
- Year 5 pupils and Year 6 pupils will also receive instrument lessons through Rotherham Music Services this academic year. Year 5 pupils will participate in violin lessons and Year 6 will participate in Djembe lessons, providing a new and exciting learning experience.

Additionally, our children can join the school choir, which brings together pupils from all year groups to create cherished, lasting memories through music-making.

We are committed to extending musical opportunities beyond the classroom. This year, our pupils will participate in a range of exciting activities, including:

- Musical showcases,
- One Voice,
- Big Blast,
- Rotherham Opera and
- Community singing events, which will strengthen connections with the local area and provide unforgettable performance experiences.

Through this comprehensive and inclusive approach, we empower our children to develop their musical abilities, celebrate their cultural identity, and create a lifelong love for music.

Musical Concepts

We recognise the interconnected nature of the elements in music and the way in which they also weave throughout all of the concepts and ideas in music. These interconnected elements of music and concepts are visited and revisited in progressive contexts in every unit.

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Melody – A melodic tune which is accompanied by another line of music.
- Dynamics – how loud or quiet the music is.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Metre – The different groupings of beats, most commonly occurring in 2, 3 and 4 time.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Notation – the link between sound and symbol.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Harmony – A musical effect created by combining two or more notes played or sung simultaneously

Part B: Co-curricular music

Music Beyond the Classroom at Coleridge

At Coleridge, we provide a range of opportunities for pupils to experience and engage with music beyond their taught lessons. These opportunities aim to develop performance skills, enrich cultural understanding, and generate a lifelong love of music.

School Choir

Our pupils have the opportunity to join the school choir, which enriches their musical experiences and provides chances to perform both within school and the wider community. The choir has performed at notable events, including Rotherham Minster and One Voice at Magna, helping children build confidence and celebrate their musical talents.

Assemblies

Assemblies provide a platform for pupils to sing together and perform, developing a sense of community and shared enjoyment of music.

Dedicated Performances

Our pupils have the opportunity to perform at numerous times of the year. This includes Christmas performances, end point performances, Music Showcases and the Big Blast at Magna. Children also have the opportunities to watch musical performances. These include pantomime performances from outside agencies and Key Stage 2 have the opportunity to go to the Opera at Sheffield City Hall.

Additionally, children can experience high-quality musical performances from external groups, such as pantomimes, musical performers at key events and Key Stage 2 pupils have the exciting opportunity to attend the opera at Sheffield City Hall.

Music of the Week Calendar

Each week, we feature a specific genre of music or significant musical event. Pupils listen to tracks in assemblies and classrooms, discussing how the music makes them feel, where in the world it originated, and its historical context. Over time, this approach helps children recognise key characteristics of different musical genres and appreciate their diversity.

Rotherham Music Service

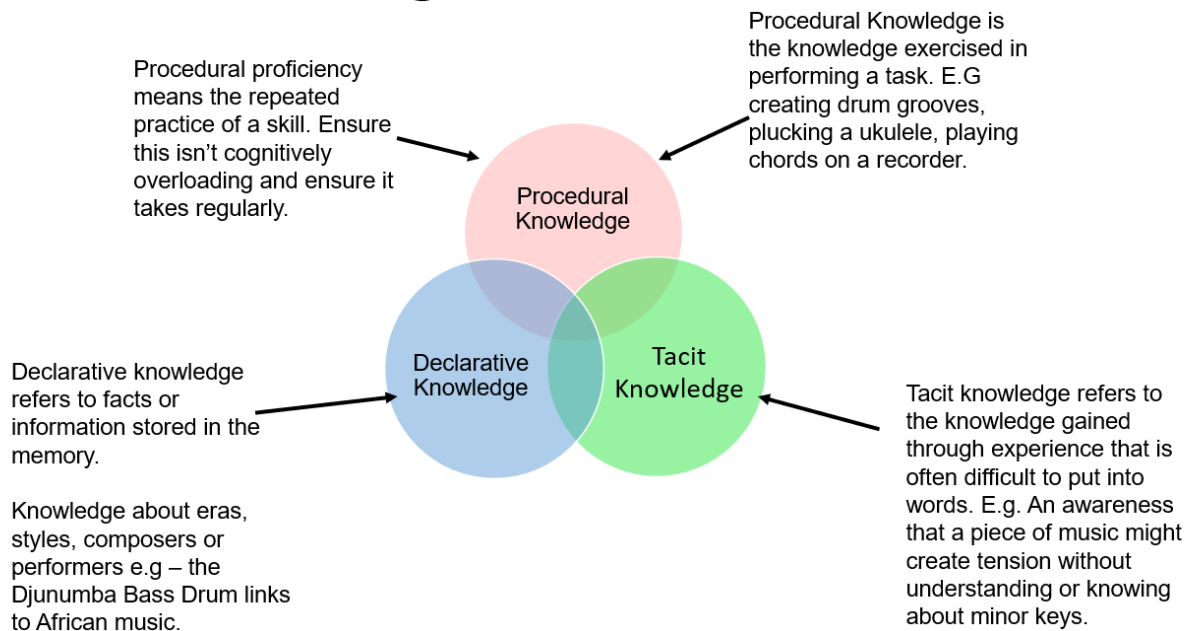
The Rotherham Music Service delivers specialist recorder lessons to KS2 pupils. At the end of the programme, children have the exciting opportunity to perform as part of the Big Blast event at Magna, celebrating their learning and achievements.

Part C: Musical experiences

Our school recognises the importance of experiential learning and music and performance plays a part in this. We give our children lots of experiences that include visits to the theatre visits from performing artists and shows, exposure to live music performances. Our Pupils have opportunity to perform in assembly, in the community and as part of our shows and performances.

Musical knowledge is split into 3 parts: tacit, procedural and declarative knowledge. We use this to give the children the opportunity to perform.

Music Knowledge



At Coleridge, we also show progress in music by technical, constructive and expressive outcomes. Whilst some aspects of the music curriculum are linear, such as the development of technique on an instrument, some aspects need consolidation of the procedural knowledge to move forward in the progression of the learning. The quality in performance is also an important part of musical judgement.

	Technical	Constructive	Expressive
Performing	Gradual, iterative development of motor skill, playing and singing with increasing accuracy and confidence.	Increasingly fluent use of musical elements in performance	Increasing expression in performance and understanding of musical context and provenance
Composing	Development of motor skill to enable exploration and production of ideas	Knowledge and handling of the components of composition	Increasing sophistication and creativity in musical outcomes
Listening	Development of the inner ear	Conscious awareness of musical elements and their use	Increasing knowledge of musical pieces, genres and cultures

In the future

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

At Coleridge, in the future we want to give out children even more opportunities to build their cultural capital and musical ability.

1. **Build Stronger Community Partnerships:** Connect with local nursing homes, supermarkets, and other community venues to establish a network of performance opportunities for the growing choir program.
2. **Encourage Composition and Creativity:** Inspire pupils to create their own music, drawing on influences from a variety of cultures and musical styles.
3. **Explore Musical Traditions:** Teach students about the significance of music in cultural celebrations and traditions. Organise school events that showcase and celebrate diverse musical heritages.
4. **Develop Music Industry Awareness:** Provide pupils with insight into different careers within the music industry, broadening their understanding of potential pathways in the field.