

Music development plan summary

Dorothy Barley Junior Academy

Detail	Information
Academic year that this summary covers	2026 - 2027
Date this summary was published	July 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Perri Rose
Name of school leadership team member with responsibility for music (if different)	As above
Name of local music hub	LBBD CMS
Name of other music education organisation(s) (if partnership in place)	LBBD Community Music Service Royal Ballet and Opera House (Cultural Champions) The Old Vic (12 Choirs)

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.

Curriculum Music: Part A

At DBJA we follow Charanga which is an LBBD Music Hub recommended scheme. Throughout Years 3–6, pupils develop their ability to:

- **Sing and perform** with increasing confidence, accuracy and expression.
- **Listen and appraise** music from a wide range of genres, cultures and historical periods.
- **Play instruments** both individually and as part of an ensemble.
- **Improvise** using rhythm and melody.
- **Compose and arrange** music for different purposes.
- **Understand musical notation** and use it to support performance and composition.
- **Develop musical vocabulary** to discuss and evaluate music effectively.

Key Features of the Charanga Approach

Each unit of learning follows a cyclical model based around:

1. **Listening and Appraising**
2. **Singing**
3. **Playing Instruments**
4. **Improvising**
5. **Composing**
6. **Performing and Sharing**

This structure ensures that pupils revisit and build upon key musical concepts throughout Key Stage 2, developing greater independence and musicality over time.

Impact on Pupils

Through the Charanga curriculum, pupils:

- Develop a love and appreciation of music.
- Build confidence, creativity and self-expression.
- Learn to collaborate and perform with others.
- Gain experience of a broad and diverse musical repertoire.
- Prepare for further musical learning and performance opportunities in Key Stage 3 and beyond.

At Dorothy Barley Junior Academy

The school's Music Development Plan states that DBJA follows **Charanga**, which is based on the Model Music Curriculum for Key Stage 2. Pupils participate in weekly music learning and singing opportunities, alongside additional musical experiences such as performances, assemblies and specialist instrumental tuition.

Musical Opportunities in class at DBJA are as follows:

Year	Music Service Provision (Small group)	Charanga Y3 -Y6 (Whole class)
2026-2027	**Year 5** • Whole Class lessons in guitar, provided by external music specialists LBBD Music Hub (Community Music Service) **Year 6** • Additional small group lessons in guitar, provided by external music specialists LBBD Music Hub (Community Music Service) for identified more able from Y5.	Weekly in class music lessons for all children taught by class teacher. **Year 3** • Develop confidence in singing and performing. • Maintain a steady pulse and perform simple rhythmic patterns. • Play tuned and untuned instruments accurately. • Create simple rhythmic and melodic improvisations. • Compose short pieces using repeated patterns and simple structures. • Begin to use musical vocabulary to discuss music. **Year 4** • Sing with improved pitch and expression. • Perform melodies and accompaniments with increasing accuracy. • Read and follow simple musical notation. • Improvise using a wider range of notes and rhythms. • Compose music with greater structure and purpose. • Identify and describe key musical elements within a variety of music. **Year 5** CMS Musical Instrument lessons weekly

		throughout the year with a Concert for Parents in the Summer term. **Year 6** • Perform with accuracy, fluency and expression in solo and ensemble contexts. • Demonstrate secure understanding of notation and musical vocabulary. • Improvise confidently within a range of musical styles. • Compose extended pieces showing control of pitch, rhythm, dynamics and structure. • Analyse and evaluate music from different traditions, genres and periods. • Prepare for transition to Key Stage 3 through independent musical thinking and performance. Summary **Year 3:** Pupils develop core musical skills through singing, playing instruments, improvising and composing. They begin to recognise and discuss musical features such as pulse, rhythm and pitch. **Year 4:** Pupils build accuracy and control in performance while developing their understanding of notation, composition and musical structure. **Year 5:** Pupils perform more complex musical parts, compose using a wider range of techniques and begin to use notation confidently to support performance and composition. **Year 6:** Pupils demonstrate independence as musicians, performing, composing and evaluating music with increasing sophistication and preparing for further musical learning in secondary school.
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Co - Curricular Music: Part B

Extra- curricular musical opportunities are as follows:

Year	Performances	Clubs	Assemblies
			Y3 -Y6
2026-2027	Class assemblies Year 6 Productions	Choir Club to support 12 Choirs Project work with the Old Vic	- An offer of high-quality, weekly singing assemblies for all children, led by the Music Lead or teachers. - An expectation that all classes perform a song during their class assemblies

Musical Experiences: Part C

School performance opportunities are as follows:

Year	Wider Opportunities Y3 -Y6
2026-2027	<u>Performances as audience members:</u> - Opportunities to visit concert halls and professional music - Christmas Carol Concerts to parents (all year groups) - Visit to a care home to perform Christmas Carols - Cultural Champions work with the Royal Ballet and Opera House (Live Lessons) - Musical stage in small playground

In the future

Curriculum	Co - Curricular Music	Musical Experiences
Purchase additional equipment to enhance the core offer. Further develop the quality of the music teaching through high quality CPD.	Introduce additional music clubs Introduce musical therapy sessions, delivered by external professionals, for high needs children.	Look to increase opportunities for children to perform onsite and offsite. Increase opportunities for children to watch musical performances.

