

The Berkeley Academy Music Development Plan

School: The Berkeley Academy

Local music hub: Love Music Trust

Music lead: Mr Birchenough

Music specialist (if applicable): Mr Birchenough

Headteacher: Mrs Gohr

Date written: September 2025

Review date: July 2026

1 – Overall objective/ vision	<p>INTENT</p> <p>At the Berkeley Academy, we STRIVE to do our best and to provide quality teaching to all children, enabling them to perform, listen to, review, and evaluate music.</p> <p>We want our pupils to:</p> <ul style="list-style-type: none">• Sing, create and compose music, and understand and explore how music is created, produced, and communicated• Embrace diversity and create a learning journey that leaves lasting memories.• Gain an appreciation for different historical periods, styles, traditions, and musical genres• Be able to use their musical skills, knowledge, and experiences to actively participate in the wider community and express themselves through music in various contexts.• Explore the different aspects of music, while fostering an understanding and acceptance of the value and significance of all types of music• Know about great musicians, and to understand the historical and cultural development of their music <p>IMPLEMENTATION</p> <p>Using quality first teaching, our music curriculum is designed to provide a well thought out sequence of learning for the children.</p> <p>We draw on elements from the Love Music Trust music programme and the Model Music Curriculum to create a bespoke curriculum that ensure that children sing, listen, play, perform and evaluate in a comprehensive and holistic manner.</p>
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Our curriculum map follows the structure of singing during autumn term, playing and instrument during spring term and then composing in the summer. Skills are mapped out and progression across these areas is built up from the start of Nursery, to the end of Year 6.

Children are given the freedom to enjoy music in a multitude of ways, whether it be as a listener, creator, or performer. They are taught to analyse music, comprehend its various components, and feel its rhythmic pulse.

Musical vocabulary is emphasized, and class discussions allow for respectful sharing of opinions and personal musical experiences.

Classroom lessons are carefully crafted to teach the elements of music, allowing children to use the language of music to analyse and appreciate it.

We provide opportunities for children to compose and perform using body percussion and vocal sounds, enabling them to develop their understanding of musical elements before learning a variety of instruments such as chime bars and glockenspiels.

Our Music curriculum ensures that all pupils learn to use iPads and computers to create compositions and to experiment with different samples. This allows children to show their creativity and share their own musical ideas.

Our curriculum is also enriched by singing assemblies and concerts which allow the pupils to showcase their talents and feel part of a musical community.

Pupils have the opportunity to receive instrument lessons from specialist peripatetic music teachers which further compliments our varied curriculum.

Assessment

Music is assessed using our skills progression map which highlights year group expectations from nursery to year 6. Children are supported in lesson with previous year's skills and vocabulary being recapped to ensure that no learning is lost.

IMPACT

During their learning journey in school, pupils are exposed to a diverse range of musical activities that allow them to:

- Feel inspired by the work of others and are excited to develop a **life-long learning** for the subject

	<ul style="list-style-type: none"> ● Develop their capacity for imaginative and original thought through experimentation. ● Develop their abilities to articulate and communicate ideas, options and feelings about their own work and that of others. ● Explore and develop their musical strengths, as well as identify areas where they can improve ● Develop essential skills such as self-confidence, collaboration, and self-reflection. ● Foster an appreciation and understanding of different cultures and histories, both individually and across the globe. ● Be equipped with the necessary skills to continue their appreciation of music. This equips them with the skillset to succeed throughout KS3 and fosters a love of music for the future. ● Learn about musicians and understand the historical and cultural development of their art forms. ● Achieve well in Music which is reflected through a consistent learning journey and clear progress. ● Create lasting memories from a range of musical experiences ● Developed resilience, competence and confidence in their own ability in a range of Music skills
<p>2 – Key components</p>	<p>Children at The Berkeley Academy receive an hour of timetabled music a week. This involves singing, appraising, playing and composing and is adapted from the Love Music Trust curriculum. We have weekly, whole-school singing assemblies and each class has the chance to showcase their musical learning to their parents termly, through performances, productions, workshops and class assemblies.</p> <p>We use learning ladders for: composing, performing, listening and understanding and reviewing music. The progression of these skills and the vocabulary taught starts in nursery and concludes in Year 6, equipping our children with the musical literacy so that they are ready for Key Stage 3 and beyond. Many of our children receive extracurricular music lessons, either 1:1 or as an ensemble.</p> <p>We currently offer piano, keyboard, guitar, drum, woodwind and brass lessons. These lessons are provided by specialist music teachers from a range of different companies, offering our children the chance to learn different instruments. We offer after-school clubs targeted at children who are eligible for Pupil Premium funding and subsidise music lessons as we believe that learning a musical instrument is an enriching discipline which can help children in other aspects of their school journey. We have a well-attended school choir which meets once a week and has performed throughout the year. This is attended by children in Key Stage 2, with a focus on SEND and pupil Premium participation.</p> <p>All children in Year 4 benefit from whole class instrumental tuition, currently on trumpet and trombone. This provision is made possible through the school’s involvement and subscription to the Love Music Trust. Funding is via the Wider</p>

	<p>Opportunities Funding Programme and enables children to receive the whole class teaching for two terms in the Spring and Summer terms. The tuition is provided by professional brass tutors and class teachers are also able to involve themselves in the teaching process. Children are able to perform as an ensemble during assembly time at the end of their tuition period. The instruments for the tuition are provided as part of the Wider Opportunities package.</p> <p>Staff at the Berkeley are also supported by Love Music Trust who provide regular CPD and have undertaken curriculum audits with the school.</p>
<p>3 – Classroom instrumental teaching</p>	<p>The Berkeley Academy offers a bespoke curriculum based on the LMT curriculum. Classes receive weekly music lessons, taught by staff and supported by LMT staff.</p> <p>Children who want to continue their musical journey, received additional small group or 1:1 lessons in brass, woodwind, piano, guitar and drums. Instruments are provided by different peripatetic teachers, the school's supply of instruments and additional instruments are borrowed from Love Music Trust.</p> <p>As described in section 1, the children in Year 4 benefit from whole class instrumental tuition, currently on trumpet and trombone. This provision is made possible through the school's involvement and subscription to the Love Music Trust. This is funded via the Wider Opportunities Funding Programme and enables children to receive the whole class teaching for two terms in the Spring and Summer terms. The tuition is provided by professional brass tutors and class teachers are also able to involve themselves in the teaching process. Children are able to perform as an ensemble during assembly time at the end of their tuition period. The instruments for the tuition are provided as part of the Wider Opportunities package.</p>
<p>4 – Implementation of key components</p>	<p>As described in section 2:</p> <p>Children at The Berkeley Academy receive an hour of timetabled music a week. This involves singing, appraising, playing and composing and is adapted from the Love Music Trust curriculum. We have weekly, whole-school singing assemblies and each class has the chance to showcase their musical learning to their parents termly, through performances, productions, workshops and class assemblies.</p> <p>We use learning ladders for: composing, performing, listening and understanding and reviewing music. The progression of these skills and the vocabulary taught starts in nursery and concludes in year 6, equipping our children with the musical literacy so that they are ready for Key Stage 3 and beyond. Many of our children receive extracurricular music lessons, either 1:1 or as an ensemble. We currently offer piano, keyboard, guitar, drum and brass lessons.</p>

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<p>5 – Communication activities</p>	<p>Musical activities are communicated to parents via email, the school website and Facebook. Children in the choir access learning at home activities from the school website to further enrich their additional curricular experiences.</p> <p>Children at the Berkeley regularly perform to an audience through class assemblies, whole year performances and whole school musical events. These are promoted to the wider community via the above listed channels of social media. Musical activities are celebrated via half-termly newsletters.</p>
<p>6 – Evaluation process for the success of the Music Development Plan</p>	<p>Yearly subject action plans and support from Love Music Trust with subject audits. As part of our MAT, we have subject deep dives and regularly support each other with CPD and group events.</p>
<p>7 – Transition work with local secondary schools</p>	<p>We are currently in contact with our closest secondary school and perform their as part of an annual Christmas concert. Teachers from the high school teach specific workshops as part of their offer to the school, for example, Samba drumming and choir activities. This helps with children’s transition to KS3 music. Former students keep in touch with the school and come back during musical events, singing or playing their instruments are part of an ensemble.</p>

<p>8 – Budget materials and staffing</p>	<p>As a school, we pay to be part of the Love Music Trust. This entitles us to access to their updated curriculum, CPD, musical instrument hire and access their grants and funding. By meeting the grant stipulations, we then receive funding which pays for the purchase of instruments as well as the following year’s subscription.</p> <p>This sustainable model ensures that we meet the needs of the children in our school, providing them with quality teaching, resources and opportunities.</p>
<p>9 – Pupil Premium and SEND provision</p>	<p>We offer after-school clubs targeted at children who are eligible for Pupil Premium funding and subsidise music lessons as we believe that learning a musical instrument is an enriching discipline which can help children in other aspects of their school journey. We have a well-attended school choir which meets once a week and has performed throughout the year. This is attended by children in Key Stage 2, with a focus on SEND and pupil Premium participation. We have chosen chime bars and glockenspiels as our fundamental tuned instruments as they are easy to adapt to a range of SEND abilities. This is under constant review so that we can meet the needs of all children in our school.</p>
<p>10 – Summary Action Plan</p>	<ul style="list-style-type: none"> • Sending a termly music newsletter, highlighting musical achievements and signposting children to events for the following term. • Continue to work alongside Love Music Trust, using their curriculum lead to monitor our curriculum and the implementation of the Love Music Trust curriculum and progression of skills. • Refine how the school approaches collecting evidence regarding the assessment of music.