

Music development plan summary: Shaftoe Trust Academy

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	Tom Haynes
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Music Partnership North
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, extra-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

Overall Objective

At Shaftoe Trust Academy, music is a way for children to express their emotions enjoyably and creatively. It plays an important role in personal development and at Shaftoe Trust Academy we aim to provide opportunities for all children to create, play, perform, listen, analyse and enjoy music across a wide range of periods, genres and styles. These core strategies are embedded in weekly lessons, and through learning a new instrument. Within the classroom, throughout school, children are learning to play instruments from recorder, to glockenspiels, to ukuleles (as well as having the opportunity to learn keyboard and drums as an extra-curricular activity). Whilst learning to play instruments, children will understand how to read basic music notation, increasing in complexity. 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.

Successful outcomes include -

- To ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of composers and musicians.

- To develop children's singing through learning to sing by using their voices expressively.
- To ensure all children create and compose music on their own and with others.
- To ensure all children have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- To develop children's understanding of how music is created, produced and communicated, through the understanding of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- To ensure all children are exposed to a wide range of high-quality music from different traditions and from great composers and musicians to help develop their understanding of music.

Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. Charanga meets all components of the Model Music Curriculum. 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.

Key components

In Key Stage One children will:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music.

In Key Stage Two children will:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.

You can find out the government's National Curriculum music intent here:

https://assets.publishing.service.gov.uk/media/5a7b7f8c40f0b645ba3c4b8a/PRIMARY_national_curriculum_-_Music.pdf

The current curriculum (including music topics) can be found here:

<https://shaftoe.wiseacademies.co.uk/parent-information/#curriculum>

Children in both Key Stage One and Key Stage Two study music for up to one hour per week. At times, this may increase: for example when the whole school performs its Christingle Concert, there are more music lessons to rehearse.

We are looking to build stronger music ties with Haydon Bridge High School. Our intention is for termly concerts from High School pupils to our children to show them how you can progress with music through your school years and introduce them to styles of music they may not be familiar with.

Our music offerings are communicated to parents through our Dojo messaging system with more detailed information in our weekly school newsletters.

We keep a record of children in the school choir who are Pupil Premium.

Part B: Extra-Curricular Music

Instruments are introduced early in the children's music journey. EYFS use musical instruments through play and then in taught lessons. This continues into Year 1 through instruments in the Charanga sessions. From Year 2, children can get explicit instrument training through an external provider. This covers the keyboard and drums and the children can build on their skills each year. Children are given the opportunity, should they wish to utilise it, to practise in a quiet room at lunchtime.

Children are given the opportunity to perform in front of their peers during assemblies and talent shows.

There is a vocal choir which runs weekly in the second half term of the year (ie Autumn 2, Spring 2 and Summer 2). This builds to a performance each term at the Haydon Bridge Community Centre. The choir is open to Years 2-6. In addition, the choir performs once per year at a residential home (as part of Community Week).

The school promotes the wider musical opportunities that are available from the Music Partnership North which can be found here -

<https://musicpartnershipnorthnewcastle.co.uk/ensembles>

Part C: Musical experiences

Children have opportunities to perform throughout the year, not only to their peers but also to the wider community.

Examples of school performances that occur annually include the Christingle Christmas Concert and the Year 6 Leavers Assembly. Once a term, each combined year class will perform a piece of music they have learnt for the rest of the school in our school assemblies. Another performance opportunity is around charity events, such as a talent show which we ran for Children In Need. In addition, school assemblies are arranged for parents (as well as pupils) to demonstrate their learning; an example of this was our Harvest Assembly in Autumn 2025.

We hold all-day workshops where children can learn a new instrument more intensively. In summer 2025, we did an all-day drumming workshop, where all children got to learn how to drum, gradually learning more complex rhythms, culminating in a whole school performance for parents. After this, we offered children the chance to have drum lessons.

We are looking to invite external performers in for additional assemblies, such as from the High School.

Our WISE Childhood Pledge booklet has many music-linked opportunities such as learning a song/dance in a different language and planning and attending the theatre.

Children are taken to Newcastle for a Christmas pantomime performance each year.

Children are exposed to religious music through learning about religious celebrations. For example, on a trip to Newcastle Central Mosque, they heard the call to prayer and nasheeds from the Qu'ran.

We want our pupils to be exposed to many genres of music which they might not normally experience (such as classical, ballet and jazz) and also world music. We will achieve this using external content supplied by the Royal Opera House -

<https://www.rbo.org.uk/schools/teacher-training/live-lessons>

These events are broadly free, sometimes we ask for a small contribution. Details can be found at our website in the Charging and Remissions Policy section -

<https://shaftoe.wiseacademies.co.uk/statutoryinfo/#policies>

In the future

We intend to build our relationship with Haydon Bridge High School, initiated and planned by the music leads of both HBHS and Shaftoe. Our intention is to welcome older (ideally ex-Shaftoe) pupils to the school to do a termly performance, or to visit the High School to watch one. This will hopefully be in place by September 2026.

We will embed the Royal Opera House content into our curriculum more effectively, ensuring there is at least one performance for the pupils each term (to be watched online).

Body percussion is an area we have not investigated thoroughly and we will look to increase this in our provision. This could ultimately be part of our termly school assembly performances. We will aim to begin to incorporate it from September 2025.

We have historically focussed on glockenspiel in class lessons, but we do also have access to recorders and the ukulele (in good numbers for the whole class). We will review options to begin using these instruments more frequently in lessons (in line with Charanga guidance). There are plans to start a Recorder Club in Spring 2026.

We have begun considering whether Cheranga is the best music provider for Shaftoe and whether we might prefer to move to another music course of lessons, such as Sing Up. However, at this stage, we have not reviewed this in great depth and this will be something we will investigate further in the academic year 2026-27.

Further information (optional)

The music development plan will now be built into the action plan and reviewed on a termly basis.

There are no financial implications linked to this plan at this time.