

Music Development Plan

School: Chalkwell Hall Junior School

Local music hub: Music-on-Sea

Music lead: Amy Dubouchet

Music specialist (if applicable): Natalie Regester

Headteacher: Andy Newnham

Date written: July 2025

Review date: July 2026



What is Chalkwell Hall Junior School's vision for music?	<p>At Chalkwell Hall, we believe that music inspires, connects, and empowers our children. Our music action plan is designed to give children the unique opportunity to explore, compose, play, and perform using a diverse range of instruments. We celebrate each child's individuality and embrace the richness of diverse backgrounds, values, and perspectives that our children bring, nurturing an inclusive curriculum that prepares them for life in our multicultural society.</p> <p>Through our music offer, we aim to ignite a love for music in our students, fostering confidence and offering them a wide array of cultural experiences. We believe that music has the ability to not only enrich lives but also to develop important skills such as teamwork, creativity, and communication. By providing a supportive and inspiring environment, we empower our children to express themselves through music and to appreciate the beauty of different musical styles and traditions. Together, we create harmonies that resonate, not only within our school walls, but also in the wider community.</p>
What are the key components of music teaching at Chalkwell Hall Junior School?	<p>Music curriculum – minimum of 1hr per week per class</p> <p>Classroom instrumental teaching from Year 3 to 6.</p> <p>Progression from classroom instrumental teaching.</p> <p>Small group & 1-1 teaching from a peripatetic music teacher.</p> <p>Links with external music organisations.</p> <p>Pupil Premium student engagement</p> <p>Succession planning and CPD</p> <p>Choirs & instrumental ensembles ;</p> <p>Performance opportunities</p>

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How is classroom instrumental teaching taught at Chalkwell Hall Junior School?	<p>All year groups at Chalkwell Hall Junior School start Autumn term by learning about and deepening their knowledge of music theory. It is essential that children are able to name notes and know their lengths before reading the notes on a music score when learning how to play instruments.</p> <p>In year 3, the children learn how to play a glockenspiel; the focus is on learning different rhythms, understanding each note's length and reading music within the C scale.</p> <p>In year 4, this knowledge of how to play a glockenspiel is deepened, with some children mastering the instrument; the children begin to learn the descant recorder nearer the end of year 4 so that they are able to apply their understanding of the C scale to a more complex instrument.</p> <p>In year 5, the children continue to learn the descant recorder, focusing on the lower notes. They then move onto learning the basic chords of the ukulele.</p> <p>In year 6, the children recap the full range of recorder notes, with some children mastering the instrument; the children will also continue their ukulele playing, learning more complex chords and songs. By the end of year 6, the children will be exposed to music scores in every music lesson as well as reading music in different ways, such as ukulele tab.</p>
How are the key components implemented at Chalkwell Hall Junior School?	<p>Music curriculum/class instrumental teaching: <i>See our music progression document for 2025-2026.</i></p> <p>Peripatetic music teaching: 1:1 and small group lessons in: keyboard, piano, ukulele, guitar (acoustic and electric)</p> <p>Pupil Premium student engagement: small group lessons and child-led sessions in: keyboard, piano, ukulele, guitar (acoustic and electric), percussion and singing</p> <p>Links with external music organisations: <i>Music-on-Sea, our local music hub.</i></p> <p>Succession planning and CPD: See action plan targets below.</p> <p>Choirs & instrumental ensembles: <i>Glee Club, Choir, Rock Band, Music Groups formed from PP lessons</i></p> <p>Performance opportunities: <i>Local care home visits, local music venues, Carol Concert at St Michael's and All Angels Church in Westcliff-on-Sea; Young Voices at the O2 Arena, London; Southend Makes Music at The Palace Theatre, Southend-on-Sea and Chalkwell Summer Show at The Eastwood Academy.</i></p>

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Action Plan Targets:

Intent	Success Criteria	Implementation	Impact	Review
To monitor the planning of music lessons to ensure they are appropriately adapted to meet the varying needs of pupils across all classes at Chalkwell.	<ul style="list-style-type: none">• Provide a staff meeting to recap on Kapow's features and resources• Inform the staff in this meeting of the change in curriculum map• Offer support with new Kapow units• Work closely with staff who are planning Kapow lessons to ensure that the lessons are being adapted to suit the children's needs• Ensure that progression is apparent across year groups through both knowledge content and the ways in which music is being recorded in books and in performances.	<ul style="list-style-type: none">• Monitor planning and smartboards for adaptations and progression.• Provide teachers with support in planning.• Encourage others to use and edit planning provided by music lead to ensure knowledge is being improved.• Videos to be uploaded on SEESAW to monitor progression.• Continue to use starter slides to ensure key skills are being taught.	<ul style="list-style-type: none">• To improve confidence in teacher's music knowledge and planning• To ensure progression across the year groups• To maintain high engagement in music• To inspire children to want to develop their musicality• To build upon children's prior knowledge in music.	<p>Autumn:</p> <p>Spring:</p> <p>Summer:</p>

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<p>To increase the amount of whole-class instrumental lessons so that children develop their musical skills year on year, grow in confidence, and embed their musical knowledge more deeply.</p>	<ul style="list-style-type: none"> • Observe whole class teaching lessons and monitor skill progression • Edit planning to ensure music planning develops each year • Create two half termly slots for instrumental teaching to ensure music is being effectively delivered • Ensure key skills are being embedded 	<ul style="list-style-type: none"> • Ensure Year 3 are competent on glockenspiels and understand the C scale. • Tweak recorder magic planning to ensure it is progressive across year groups. • Embed ukulele playing across Year 5/6 • Add extra half terms on the instruments 	<ul style="list-style-type: none"> • By Year 6, children should all be able to play a recorder fluently. • Year 3 will have mastered the glockenspiel, developing their Year 2 knowledge. • Year 5 will be able to apply their recorder knowledge to a different type of instrument using the same music scale. • Year 6 will have learnt two instruments by the time they leave the school. 	<p>Autumn:</p> <p>Spring:</p> <p>Summer:</p>
<p>To provide our pupil premium children with more performance opportunities that will support the development of confidence, creativity, motor skills, language acquisition, communication, emotional intelligence and collaboration.</p>	<ul style="list-style-type: none"> • Music specialist to liaise with SENDCo/PP lead to ensure the inclusion of all PP children in the extra-curricular music programme. • Music specialist to ensure that sessions cater for all individual needs. • Progress within and across KS2 year groups, along with PP participation in performances, to be closely monitored. 	<ul style="list-style-type: none"> • All PP children in Years 3 – 6 to be included in a weekly timetable of music with a music tutor. • Sessions to include a mixture of structured instrument tuition and child-led activities. • Ensure that all PP children are included in a minimum of 2 performances per school year. • Progress of PP children to be logged using SEESAW • Four case study children to be selected in order to 	<ul style="list-style-type: none"> • By Year 6, our pupil premium children will have experience in playing a range of different instruments. • Teachers will have noticed and recorded a marked difference in the listed skills of those taking part in the programme • Our pupil premium children will have taken part in a range of performances 	<p>Autumn:</p> <p>Spring:</p> <p>Summer:</p>

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		monitor and assess progress in music and listed skills.		
To embed a music curriculum that promotes diversity by promoting race, gender and disability so that all children can identify with the curriculum they are being taught.	<ul style="list-style-type: none">• To analyse the cultural context of the children in our year groups• To find opportunities within planning to reflect the cultural context of your year group	<ul style="list-style-type: none">• Find opportunities within planning to relate the curriculum to the cultural context• Purchase resources as needed to support our teaching• Complete a termly planning scrutiny to monitor diversity and equality across the music curriculum.	<ul style="list-style-type: none">• Children relate to their music curriculum.• Children are highly motivated by what they are learning.• Children are aware and have a greater understanding of the world around them.	Autumn: Spring: Summer: