Music development plan summary: Langwith Bassett Junior Academy

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	May 2027
Name of the school music lead	S Coles
Name of school leadership team member with responsibility for music (if different)	S Coles
Name of local music hub	Derbyshire Music Hub
Name of other music education organisation(s) (if partnership in place)	

Part A: Curriculum music

Langwith Bassett Junior Academy's music curriculum provides a broad range of musical opportunities aimed at developing essential skills, nurturing emotional and social well-being, and fostering a love for music among pupils. The curriculum at the academy is designed to ensure that all children have access to music education, allowing them to explore different genres, enhance their listening abilities, and build confidence through musical expression.

The music curriculum is delivered through standalone music lessons and cross-curricular learning, ensuring that pupils receive a well-rounded musical education integrated into various aspects of their academic journey. Regular music assemblies focusing on singing and diverse genres of music provide pupils with opportunities to engage in musical activities, develop their vocal abilities, and appreciate the richness of musical diversity.

At Langwith Bassett Primary Academy, music is an important part of our curriculum and wider school offer. The school uses the ACET Music Curriculum as its core scheme of work, providing a progressive and structured approach to music education. The curriculum is delivered primarily by class teachers and is supplemented through whole-school music assemblies and performance opportunities throughout the year.

In addition to the ACET music curriculum, the school works in partnership with the Music Partnership to provide specialist music tuition for pupils in Key Stage 2. Each academic year, qualified music tutors deliver a 30-week programme of ukulele lessons. The programme is divided equally between the two Key Stage 2 classes, ensuring that all pupils in KS2 receive a 15-week block of high-quality instrumental instruction during their time in Key Stage 2.

This specialist provision enables pupils to develop musical skills, including performing, listening, composition and musical notation, while gaining practical experience of learning and playing an instrument. The programme complements the school's curriculum offer and supports the aims of the National Plan for Music Education by providing opportunities for all pupils to engage in sustained instrumental learning.

Through classroom teaching, assemblies, specialist tuition and performance opportunities, the school aims to foster a love of music, encourage creativity and develop pupils' confidence as musicians.

In the Foundation Stage, pupils are introduced to listening and responding to music, exploring making sounds, and participating in action songs. As pupils progress, they begin using drawings to represent music, listening with increased attention, and responding to musical stimuli. By the end of the reception year, pupils are encouraged to explore and engage in music-making and dance, sing solo or in groups with increasing pitch accuracy, express their feelings about dance and performance art, listen attentively and move to music, and share their emotions and responses.

Moving into Key Stage 1, pupils develop their voices expressively through singing songs and speaking chants and rhymes. They also engage with tuned and untuned instruments, listen to various forms of music with concentration and understanding, and experiment with sound creation using the inter-related dimensions of music.

In Key Stage 2, which builds upon the foundation laid in Key Stage 1, pupils advance their musical skills by playing and performing in solo and ensemble settings, improvising and composing music, listening with detail and aural memory, using musical notations, and appreciating a wide range of live and recorded music from diverse traditions. They also develop an understanding of music history, further enriching their musical knowledge and appreciation.

There is a focus on catering to learners with Special Educational Needs and Disabilities (SEND) underscores the academy's commitment to creating an inclusive and supportive music education environment. By adapting music lessons to meet the diverse needs of all learners, Langwith Bassett ensures that every pupil can access and engage with the subject, making the learning experience fun, engaging, and tailored to individual abilities.

Part B: Co-curricular music

Langwith Bassett Junior Academy offers a co-curricular provision that enriches pupils' musical experiences and cultural awareness. In KS2, pupils engage in learning to play the ukulele, providing them with an opportunity to explore a new musical instrument and develop their musical skills. This hands-on experience not only enhances pupils' musical abilities but also fosters a love for music-making and instrumental proficiency.

Langwith Bassett places a strong emphasis on cultural capital through various music initiatives and workshops. The school has hosted an African dance workshop, providing pupils with a culturally enriching experience that celebrates diversity and promotes cultural understanding. In music lessons, pupils sing songs from a variety of countries and cultures, broadening their musical horizons and exposing them to different musical traditions.

In assemblies, pupils are introduced to musicians from a diverse range of countries, showcasing a variety of musical genres and styles, further enhancing pupils' understanding and appreciation of global music traditions.

Part C: Musical experiences

At Langwith Bassett Primary Academy, pupils participate in a range of musical experiences throughout the academic year that enrich the taught music curriculum and provide opportunities for performance, creativity and community engagement.

Early Years Foundation Stage (EYFS)

- Children develop their musical skills through singing, rhymes, action songs and musical play as part of their daily learning.
- Pupils learn and perform songs for seasonal celebrations and school events.
- Reception children take part in the annual EYFS and Key Stage 1 Nativity Performance, developing confidence, performance skills and enjoyment of music.

Key Stage 1

- Pupils access the ACET Music Curriculum through weekly music lessons delivered by class teachers.
- Regular singing opportunities are provided through assemblies and classroom activities.
- Children perform songs and musical pieces in the annual Nativity Production for parents and families.

- Pupils take part in whole-school musical events and celebrations throughout the year.

Key Stage 2

- Pupils follow the ACET Music Curriculum, developing their understanding of performing, composing, listening and appraising music.
- Through the school's partnership with the Music Partnership, all pupils receive a 15-week programme of ukulele tuition delivered by qualified music tutors during their time in Key Stage 2.
- Pupils showcase their learning through ukulele performances for parents and carers, providing an authentic audience and celebrating musical achievement.
- Children regularly participate in singing assemblies and wider musical performances.

Whole-School Musical Opportunities

Throughout the year, pupils have opportunities to perform beyond the classroom, helping them to develop confidence, resilience and a sense of community. These include:

- EYFS and KS1 Nativity performances for families during the Christmas period.
- Carols Around the Tree, bringing together pupils, families and the wider school community in a festive celebration of singing.
- KS2 ukulele performances for parents following completion of their instrumental tuition programme.
- KS2 visits to a local care home, where pupils perform songs for residents, helping to strengthen community links and provide meaningful performance experiences.
- Whole-school singing assemblies and music-linked celebrations throughout the year.
- Opportunities to perform in school productions, assemblies and special events.

These experiences ensure that all pupils actively engage with music, develop performance skills, experience live audiences and appreciate the role that music plays in bringing people and communities together.

In the future

Diversify Musical Repertoire: Continue to broaden the range of musical genres and styles to expose pupils to a wider variety of music and expand their musical horizons.

Enhance Music Curriculum: Further develop the music curriculum to incorporate a mix of theory, history, performance, and composition to provide pupils with a well-rounded music education that aligns with national standards.

Community Music Outreach: Establish partnerships with local music organizations, community groups, or professional musicians to offer music workshops, masterclasses, or collaborative performances that extend music education beyond the school and enrich pupils' musical experiences.

Inclusive Music Education: Continue to ensure that music education is inclusive and accessible to all pupils, including those with diverse learning styles or abilities, by providing tailored support, adaptive resources, and inclusive practices that accommodate the needs of every pupil.

Professional Development for Staff: Ensure professional development opportunities for music staff to stay current with best practices, new trends in music education, and advancements in the industry to enhance their teaching skills and inspire pupils effectively.

Sustainability of Music Program: Develop a long-term plan for sustaining and growing the music program, securing resources, funding, and support, and creating a succession plan to ensure the continuity and growth of music education at the school.

Further information (optional)

Derbyshire Music Hub -

https://www.derbyshiremusichub.org.uk/get-involved/get-involved-at-chesterfield-north-east-derbyshire-music-centre.aspx