



# Music development plan summary: Bugle School

## 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	Catherine Atkins
Name of school leadership team member with responsibility for music (if different)	Becky Thorpe – Head of School Karen Middlemore– Strategic Partner
Name of local music hub	Cornwall Music Hub
Name of other music education organisation(s) (if partnership in place)	ASONE Hub

## Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

The school delivers the subject content set out in the National Curriculum using the Charanga scheme of work. Charanga is informed by the Model Music Curriculum and follows a spiral curriculum format where learners revisit and develop their skills and understanding over time.

The structure of all music lessons, as detailed in the Model Music Curriculum, contribute to the increasing development of musicianship and include singing, listening (and appraising), composing and performing.

The school uses the mixed-age planning and each Charanga unit of work involves a variety of musical activities, centred around given songs:

- Understanding Music
- Listen and Respond
- Learn to Sing the Song
- Play Your Instruments with the Song
- Improvise with the Song
- Composition



## Musical Progression

The musical progression through KS1 and KS2 is demonstrated in the diagram below. The instrumental work is differentiated allowing children to move through the relevant parts as they need to. Remember that an integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities.



Musical Progression KS1



Musical Progression KS2

Term	Unit	Style covered (essential of context)	Topic and cross-curricular links
Autumn 1	Hey You!	Pop	Topic: Music and the context of the song. Link to the context of the song. Link to the context of the song. Link to the context of the song.
Autumn 2	Rhythm in The Way We Walk and Banana Rap	Pop, Hip Hop	Topic: Music and the context of the song. Link to the context of the song. Link to the context of the song. Link to the context of the song.

Style and Cross-Curricular Links KS1

Term	Unit	Style covered (essential of context)	Topic and cross-curricular links
Autumn 1	Let Your Spirit Fly	Pop, Musical	Topic: Music and the context of the song. Link to the context of the song. Link to the context of the song. Link to the context of the song.
Autumn 2	Music in The Way We Walk and Banana Rap	Pop, Hip Hop	Topic: Music and the context of the song. Link to the context of the song. Link to the context of the song. Link to the context of the song.
Spring 1	Three Little Birds	Reggae	Topic: Music and the context of the song. Link to the context of the song. Link to the context of the song. Link to the context of the song.
Spring 2	The Dragon Song	Classical	Topic: Music and the context of the song. Link to the context of the song. Link to the context of the song. Link to the context of the song.

Style and Cross-Curricular Links KS2

## Assessment

The Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility for you to upload and store digital evidence.

Visit 'Assessment' in the 'My Workspace' tab to use the full Musical School Assessment Framework (you can refer to the assessment documentation on the right hand side of the Scheme home page).

## Musical Progression – KS1

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Autumn 2	Rhythm in The Way We Walk and Banana Rap	C	Singing and performing only						Singing and performing only			Singing and performing only		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable		
1	Summer 1	Your Imagination	C	G	C E G	E G A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A
1	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable		
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers , Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A
2	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
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## Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds		G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E
4	Spring 1	Stopl		Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition	
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

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## Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
5	Autumn 1	Livin' On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E, F#	G,A,B or D,E, F#,G,A
5	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	Not applicable		
5	Spring 1	Make You Feel My Love	C	C,D	G,A,B,C	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D
5	Spring 2	The Fresh Prince Of Bel-Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
5	Summer 1	Dancing In The Street	F Major	F	F, G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
5	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
6	Autumn 1	Happy	C Major	G,A	B,A,G	E,D,C,B,A,G,E	Minims and rests	Semibreves, Minims and rests	Quavers, Dotted Crotchets, Minims, Semibreves and rests	A	A,G	A,G,B	A,G	A,G,B	C,E,G,A,B
6	Autumn 2	Classroom Jazz 2	C Major C Blues	C,D,E,F,G,A,B,C C,Bb,G	C,D,E,F,G,A,B,C C,Bb,G,F	C,D,E,F,G,A,B,C C,Bb,G,F,C	Crotchets and Quavers	Crotchets and Quavers	Crotchets and Quavers	C,D,E	C,D,E,F,G	C,D,E,F,G,A,B,C	Not applicable		
6	Spring 1	Benjamin Britten - New Year Carol	G	G,F	F,A,F	N/A	Minims and rests	Crotchets and Minims	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
6	Spring 2	Music And Identity	Coming soon...												
6	Summer 1	You've Got A Friend	C	G,A,B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, Quavers, Minims, dotted notes and rests	Quavers, Dotted Crotchets, Minims, Dotted Minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D
6	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

Over the past few years children have had opportunity to experience and play a range of musical instruments through their work with the First Access Teacher, including cornets, ukuleles, African drums and keyboards. To continue skills acquisition, composition and performance with musical instruments, children will have access to playing Boomwhackers, glockenspiel, recorder and ukeleles on a rolling programme.



## Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

The school has a choir which meet in school during a lunchtime and is open to children across the school. The choir meet on a weekly basis and take part in a range of performance opportunities both inside and outside the school.

The school has links with the ASONE Hub. The school choir has represented the school at events such as Songfest and The Big Sing (collaborations of Cornish primary schools singing and performing together) and will continue to do so this year.

The school has good links with the local community, and the school choir are regularly invited to perform at the Bugle Derby and Joan gatherings. For many years, the school choir has been to visit two local care homes in the community to sing carols at Christmas time.

The recorder club is a relatively new offer to the children at the school. Children meet on a weekly basis during this Spring/Summer term lunchtime activity.

## Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

There are regular opportunities for children to sing, play and perform throughout the school year. These include:

- Weekly singing assemblies
- Christmas Performances for EYFS/KS1 and KS2
- Community carol singing
- Songfest
- The Big Sing
- Visiting musicians

The West of England Bandsmen Festival, which is known locally as the Bugle Band Contest, is a renowned local outdoor event which celebrates the musical heritage of the area, dating back to 1912. Local brass band players have visited the school around the time of the Band Contest which is held in June each year to perform for the children.



## In the future

This is about what the school is planning for subsequent years.

During the academic year 2025-26 and beyond, the school will focus teaching and learning opportunities which:

*Raise the profile of music within the school.*

Over the next academic year, we will continue to develop the profile of music across the school through our clubs and weekly singing assemblies. Where children learn musical instruments already being taught in school, they will have opportunity to share their skills alongside the school choir in music assemblies. All children will learn and develop a repertoire of popular, traditional and regional songs.

*Provide opportunity for individual music lessons*

We will determine which musical instruments children wish to learn, and with the support of Cornwall Music Service Trust (CMST), we will access a music teacher who can provide music lessons for our children. Wherever possible, we will support families to access additional funding to facilitate this.

*Develop an understanding of music as a career*

We aim to expose the children to the possibilities of fostering musical interest and learning to play instruments by highlighting potential career opportunities in this area. We will do this by inviting further people who have built their career in music to come and meet with the children to share their stories.

We will continue to utilise our established links with the ASONE Hub and build upon the knowledge and skills of all our teachers by providing continued music CPD and training.

## Further information

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.