



Music Development Plan Summary - 2026 to 2027

Dunchurch Boughton Junior Academy



Overview

Detail	Information
Date this summary was published:	Sept 2026
Date this summary will be reviewed	Aug 2027
Name of the school Music Lead:	Mrs Louise Fairbrother (MA, BA hon, PGCE, LRSM)
Name of local Music hub:	Warwickshire Music
Name of other Music education organisations/partnerships in place:	Independent Music Solutions True Music St. Peter's Church Rugby Philharmonic Choir iSingPOP Dunchurch Brass

This is a summary of how DBJA delivers music education to all our pupils across three areas (curriculum music, co-curricular provision and musical experiences) and what changes we are planning this academic year and beyond. This information aims to help pupils and parents/carers understand what DBJA offers and who we work with to support our pupils' music education.

Part A: Curriculum Music

This is about how much time is spent teaching music, how our curriculum is planned and delivered and how we mark, monitor and track pupils' levels of attainment. Please refer to the Music Curriculum Plan and Knowledge Organisers for specific units taught.

Music is really important to us at DBJA, and we are fortunate enough to offer one-hour weekly timetabled music lessons for all our Year 3 - 6 classes. Lessons are delivered by a dedicated and highly experienced classroom specialist who writes bespoke schemes of learning. Whilst these are informed by the KS2 Model Music Curriculum (non-statutory guidance), they are reviewed and updated each year to ensure that they continue to be relevant, inclusive, challenging and as enjoyable as possible for the children. Our vision for music is for children to be able to:

- ✓ Access an inclusive, high-quality music education.
- ✓ Experience a diverse musical diet that stimulates, engages and challenges.
- ✓ Develop a love of music that nurtures musical talents and creativity.
- ✓ Know that every child is a musician!

We firmly believe that every child has the right to a music education, and topics are carefully chosen to allow for continuity and progression throughout the entire key stage. Each project has at least one practical focus (performing, composing and/or improvising) which is formally - teacher - assessed. There is also a knowledge organiser (KO) available for each unit, which helps to summarise the knowledge and key skills taught and highlights the key vocabulary for that topic. Each scheme of learning helps pupils to become "active listeners", and alongside each practical focus, pupils also complete assessed listening and appraising tasks, vocab quizzes and appropriate worksheets. All written work is marked and kept in individual pupil folders, and practical work is filmed and reviewed on the music iPad to ensure that practical marking is thorough and reflects each child's individual level of attainment for that task. This informs an overall individual and final level of attainment for each project, which is then logged on a class tracking sheet. Levels are marked as "WTS", "MET/EXP" ('working towards' or 'met'). Tracking sheets are established as classes start in Year 3 and remain in place to monitor assessment of learning as the children progress through the school. At the end of Year 6, a final KS2 music level is awarded, based on the evidence accrued across the entire key stage. To this end, we celebrate the inclusion of *all* pupils (including those with special educational needs and disabilities) and we set high expectations for every pupil, whatever their prior attainment. Yes, we take music seriously as an academic subject and teach it to the highest standard we can, but it's much more than that. Music helps to build confidence, resilience, teamwork and problem-solving skills and the legacy we aspire to is for DBJA children to develop a lifelong love of the subject.

As a Christian school, lessons also include regular hymn practice to prepare for Collective Worship, which help us to live out our whole school vision of "Together we are stronger". We acknowledge that Music has a rare and unique ability to bring people together and can make individual children, a whole class, the school and entire community feel connected to others and part of something bigger. We therefore welcomed our school Ofsted inspection in May 2025 as it was an opportunity to be externally observed and validated. Inspectors concluded that our music lessons and

teaching are *"inclusive with clear progression.....and build(s) on previous knowledge"*; that *"all pupils take part"* and that there is *"clear lesson structure and expectations"* delivered with *"clarity and ownership by the teacher"*.

Part B: Co-curricular Music

This is about how we develop and extend music provision beyond the classroom curriculum, including co-curricular activities, individual and small group teaching and performance opportunities.

Outside of the music classroom, there are additional opportunities to further develop music skills. These include, but are not limited to:

- Collective Worship singing, which (as previously mentioned) helps us to live out our school vision and *'encourage one another and build each other up'*.
- iSingPOP will be providing sessions in school this year academic year, which will further reinforce our Christian ethos and offer more singing experiences.
- Whole school church services (Christmas and Easter) include congregational singing and performances from our Music Ambassadors. We treat these occasions as formal performances. For academic year 2026 - 2027, Year 3 and 6 parents will be invited to a Christmas church service and performance, and Year 4 and 5 parents will attend a church service and performance at Easter.
- Weekly lunchtime *Music Ambassador* rehearsals build towards a formal performance each term. Repertoire is carefully selected, arranged and composed for any child in Year 3 - 6 who can commit to this group. We have developed strong links with the talented Rugby Philharmonic Choir and collaborated with them for a performance of *Zimbe!*, *A Night at the Opera* and *A Night on Broadway*.
- A range of peripatetic instrumental lessons are offered on voice, piano, keyboard, recorder, flute, clarinet, saxophone, violin, drum-kit, acoustic and electric guitar are provided by dedicated teachers from IMS and True Music. These are well subscribed and approximately one third of pupils currently receive instrumental and/or vocal lessons at school. Pupils also participate in showcases throughout the year.
- In-keeping with the KS2 National Curriculum for Music, we give our Year 4 children the opportunity to learn a musical instrument by way of whole class recorder lessons. These lessons were trialled last academic year and we found that they were fully on board with learning this versatile and accessible instrument. *Correct posture, hand positioning, tonguing, breath control, finger work, learning notes and reading the treble clef* form the crux of this developing

scheme of learning, as well as improvisation, and playing short pieces (in one and two parts). Wider outcomes, such as developing fine motor skills, the promotion of teamwork, boosting confidence and self-esteem and being engaged whilst having fun have already proven to be wonderful by-products of this new school opportunity.

- We always aim to provide a festive performance or two, by way of carol concerts and/or productions. Christmas 2026 will focus on a combined production for Year 4 and 5.
- The Year 6 leavers' performance takes place towards the end of the academic year, be it a showcase, concert or production. We always aim for the highest quality possible and pupils do not disappoint!

Part C: Musical Experiences

This section considers the role that music plays in the wider community and how we can work in partnership with the wider community and other stakeholders.

It is our desire for each child to experience performing in public at least once a year, although many perform in public each term. These performances are inextricably linked to the co-curricular opportunities listed above. However, there are further opportunities throughout the year for us to come together as a school to make music. As a church school, music through worship is very important and helps to live out our school vision of "Together We Are Stronger". The messages conveyed through Christian hymns run through the fabric of our school and selected lower key stage children participate in the local 'Nativity on the Square,' when the Dunchurch village lights are officially switched on at the beginning of December. We have also registered interest with Warwickshire Music to provide us with some live music in schools for the new academic year. Ideally, we would like every year group to observe a performance by professional musicians. Finally, Festival on the Close, hosted by Rugby School, is another opportunity for nominated year groups to attend arts activities towards the end of the school year.

In the future

Whilst we are proud of the positive impact music has at DBJA, it is important to be reflective and honest in our appraisal of the delivery of music at our school. We very much take the view that our provision is ever evolving, and we are always looking for ways in which to enhance the

service we provide. Twice-yearly MAT evaluation days help to provide us with teaching and learning feedback, as well as the diagnostic NPME Self-evaluation Tool, internal monitoring (including Performance Management targets) and pupil voice. The biggest indicator is whether our pupils are engaged learners - sometimes to best feedback is the most obvious!

For academic year 2026 to 2027, we would like to: further develop and refine our Year 4 recorder scheme of work; ensure that more children understand how their musical skills are progressing throughout the key stage; provide pupils with more opportunities to hear live professional performances. We will also be building a deeper connection with Dunchurch Brass in order to raise the profile of brass playing and retention. Finally, we will look to seek the opinions of our most important stakeholders - the children - by way of a mid-year pupil voice so that they help to shape the direction of music provision at DBJA.

Together we are stronger