

Music development plan summary: Lantern Academy

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2026/2027
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Michelle Skidmore
Name of school leadership team member with responsibility for music (if different)	As above
Name of local music hub	Telford and Wrekin Music
Name of other music education organisation(s) (if partnership in place)	Rockit Music

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-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

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.

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
• Discuss music the children like (pop music). Give reasons why. • Play keyboard and percussion instruments using a range of three notes. • Increase the range of notes and swap instruments within peer group. Begin to follow direction during a performance, louder, softer, etc. • Increase the range of simple songs, using voices. Control voices, singing softly or loudly as required. Introducing signing in songs eg. Rock Vox • Listening skills will be developed using different sounds on electronic keyboards and also by introducing live and recorded audio performances by known bands/singers. • Simple ensemble pieces will be played to develop a repertoire of pieces in advance of the Ensemble Examination. Children will be taught presentation skills. • Cross-curricular links to art/technology in the form of making a music programme. • A range of World Music instruments will be used to broaden the musical experience of the children.	• Songs, many original compositions to be sung. These reflect the values, aims and mission statement of the school. • Through instrumental performance, children will learn a repertoire of pieces in an ensemble setting. Pieces include: Reggae Four, Rise and Fall • Children will begin to learn composition skills, having been given a framework and guidance, initially restricted to five notes on keyboard instruments. • The Rock It Teacher will demonstrate skills on the full range of classroom instruments (Drum Kit, Keyboard, Glockenspiel, Melodica). Students will have the opportunity to try each one. • Ukuleles will be played by the whole class. By adding a string instrument, the children will develop a greater understanding of the different elements of music making. • Classes will sing and provide their own accompaniment. Songs from Autumn 1 will be re-visited and improved using instrumental accompaniment and enhanced vocal skills eg. Shosholozo, My School	• The advantages and benefits of playing a musical instrument will be discussed. Children will listen to recorded music and asked to decide which instrument is their favourite. Ensemble skills through practical performance encouraged. • Traditional notation will be taught. Children will have a working knowledge of Italian Musical terms: piano, forte, repeat marks, etc. Through singing as a choir, classes will use their voices expressively eg. Search For The Hero. • History of music, relative to the pieces played in the class orchestra will be discussed eg. Rock and Roll from 1950s will be the first topic. Shake, Rattle and Roll, etc. Elvis Presley and America in 1950s. • Individual skills will be improved and developed on each instrument. Sound technique will be reinforced in each discipline, from percussion (drum kit), to keyboard (correct hand position and fingering). • Classes will prepare a repertoire of pieces for the Ensemble Examination and assessment. Harmonies will be introduced to previously taught repertoire and children encouraged to challenge themselves to achieve the best possible performance. • A Music Ensemble Examination will be taken. Children will also be invited to perform in concerts in and out of the school setting. KS2 children will be invited to perform as part of an area steel band.	• Children will be encouraged to play solo sections in pieces, thus gaining confidence and raising self esteem. • Live and recorded music will be played to the class. They will be asked to recall details of the performance they have just heard, to include instruments used, tempo, etc • Harmonies will be explained and used to enhance the class ensemble performance. Notated sheets will be used, along with worksheets relating to theory of music • Composition and improvisation will be explored by working in small groups. When complete, the class composition will be recorded onto CD. The technology will be explained. • An advanced level of World Music percussion styles will be played, using Djembe, Samba and Asian drums. Authentic African patterns (JBO) will be played • A varied selection of styles and pieces will be presented for the end-of-year assessment to include and reflect string, percussion and world music instruments.
YEAR FIVE	YEAR SIX		
• Through class performance and music topics, famous composers and their styles will be discussed and played. Social and music impact will be discussed eg. Beatles, Queen, Brit Pop. • Students will understand traditional music notation including note values, pitch names and time signatures. This knowledge will be applied to practical performances in the class band. • By splitting into small groups, children will compose a class piece of music in a style of their choice (Rock, Pop, Ballad, etc). This will then be played and recorded, discussing the structure and texture of the piece. • By singing Blinded By Your Grace and signing the song, increasing accuracy will be evident in the performances. The ability to accompany will be explained and timbre, balance and relative volume taught. • Improvisation in the form of solo sections within a 12 bar chord sequence will be played. Blues and Rock and Roll music, when played by the class, will contain improvised solos. History of blues to be discussed and appraised. • In preparing for a Level 3 Ensemble Exam, the class will include: Harmony, presentation skills, solo performance, sound technique, advanced drum kit skills, knowledge of pulse and tempo.	• Traditions in music and classical composers will be studied, with appropriate pieces performed eg Pachelbel's Canon. • Keyboard and other instrumental skills will be developed. Students to play with both hands together in certain, selected passages of music. The full drum kit, including feet pedals will be used to create rhythmic variation. • Traditional notation will be used for most pieces. Graphic scores will be made too and the difference/applications discussed. • Composition using a full range of chromatic notes will be taught for the first time. Structure will be relaxed, giving the student more freedom to express musical ideas and influences. • The opportunity to take part in a variety of live music performances will be offered in and out of school. Musicians from Year 6 can experience performing as part of an area band at carnivals and festivals, raising confidence and self-esteem.		
These areas of study are covered during the academic year. ROCK IT! Music Projects Ltd			

Listening List:

EYFS

Pachelbel – Canon in D Major

Sheep May Safely Graze – Johann Sebastian Bach

Beethoven – Ninth Symphony

Year 1

Mozart – Eine Kleine Nachtmusik

Johann Sebastian Bach – Air on a G String

Sergei Prokofiev – Lieutenant Kije

Year 2

J S Bach – Jesu, Joy of Man's Desiring

Dvorak – New World Symphony

Tchaikovsky – Swan Lake

Year 3

Tchaikovsky – 1812 Overture

Beethoven – Fur Elise

Johann Strauss – The Blue Danube

Year 4

Vivaldi – The Four Seasons (Winter)

Puccini – O Mio Babbino Caro

J S Bach – Toccata and Fugue in D Minor

Year 5

Beethoven – Symphony No. 5 in C Minor

Bizet – Toreador's Song (Carmen)

Ravel – Bolero

Year 6

Grieg – Peer Gynt Suite (In the Hall of The Mountain King)

Puccini – Turandot (Nessun Dorma)

Rossini – William Tell Overture (Final)

Beethoven – Pathétique Sonata (2nd Movement)

Music Vocabulary:

EYFS

Tempo

Volume

Melody

Tune

Sing

Play

KEY STAGE 1

Gets louder

Gets softer

Start

Stop

Pause

Rest

LOWER KEY STAGE 2

Piano – p – soft

Forte – f – loud

Repeat marks

Bar lines

Crescendo – cresc – get gradually louder

Diminuendo – dim – get gradually softer

Fermata – pause

Note Values: Semibreve, Minim, Crotchet, Quaver

UPPER KEY STAGE 2

Time Signature

Mezzo forte – mf – moderately loud

Mezzo piano – mp – moderately soft

Fortissimo – ff – very loud

Pianissimo – pp – very soft

Allegro – fast

Largo – slowly

Andante – at a walking/moderate pace

Dolce – sweetly

Cantabile – in a singing style

D.C. – *da capo* – from the beginning

CODA – Ending

Accelerando – get gradually faster

Staccato – short and detached

Legato – smoothly

	OBJECTIVES	ACTIVITIES	OUTCOMES	
			Pupils Can:-	
	To value the experience of playing an instrument in an ensemble	• Prepare the class for the wider opportunity explaining that they all need to work together & emphasise how much fun it will be. • Tell the children about the Wider Opportunity teacher(s) explain what they do, etc. • Let the children know they will be performing music together	• Look forward to learning to play a musical instrument	

To learn about the instrument family & it's development over time	Wider Opportunity Teacher(s) • Demonstrate the instrument(s) highlight the historical aspects. • Select children to play the various instruments (Steel Pan, Keyboard, Drum Kit, Melodica, Glockenspiel. • Invite the students to bring in their own instrument if they wish • Mention the target at the end of NC Year of taking a London College Level 1 Ensemble examination	• Name instruments in the family & have an understanding of how they have developed over time
To develop aural discrimination & aural memory skills	• Listen to recorded or performed music ask them to describe what they hear. (Thinking about duration, pitch, rhythm, tempo, dynamics, mood, etc) • Play musical games to develop awareness of pulse, rhythm & pitch. • Sing letter names in tune before playing them (eg We Will Rock You) • Play most pieces without using traditional notation initially, but by either letter names on a white board or listening to the teacher. • Invite sections of the ensemble to play "solo's" and then	• Recognise & discriminate between the musical elements of pitch, rhythm, tempo, dynamics, etc. An awareness of tone quality. • Recognise & convey in their music-making simple rhythmic & melodic patterns, repetitions & answers. • Discuss the mood of the music being worked on using appropriate vocabulary.
	asking others in the class to evaluate the performance. • Reggae 3, Reggae 4 • We Will Rock You • 1970's Medley	• Copy rhythms & melodies confidently & accurately.
To develop the ability to recognise & internalise sounds To develop singing skills	• Sing songs & chants substituting actions for words (EG: BINGO, "Chest Knee Toe, etc) • Sing letter names in tune before playing them. Eg, We Will Rock You, FEDCDD. Follow this by singing the actual words from the song and finally, invite the children to make up their own words.	• Internalise sounds by singing, chanting & playing in their 'heads' • Can control their voice

		• African chants are taught with a student from the class “leading” the call and response exercises.	
To develop technical control & care of the voice & instrument To know, understand how to and be able to produce a characteristic sound	• Develop the children’s singing technique by playing vocal games • Care of the instrument, resting position, playing position both standing/sitting, etc • Introduce technology to the lesson, explaining a little about electronic sounds, how they are made and how they can quickly and easily be changed using the keypad. • Ensure that tuned and untuned percussion players alike know how to hold the beaters/sticks and hit the instrument correctly. • For players of wind instruments such as melodicas, discuss breath control and ask them to think of the piece in phrases, making sure they have enough breath for each one.	• Sing & play with developing technical control & expression and with increasing awareness of tone quality • Demonstrate a developing control of the musical elements (pitch, rhythm, dynamics, tempo, etc) • Produce a characteristic sound • Sing & play a limited range of sounds/ pitches	
To explore & play rhythmic & melodic patterns	• Use exercises & activities to explore a steady pulse & rhythm patterns with a pulse. • Use “body percussion” to create and explore ideas. For ex-	• Establish & maintain a sense of pulse with different tempi • Play rhythmic &	

		ample, use feet/legs and hands to create the We Will Rock You pattern. • Introduce a basic idea of composition using five notes and basic musical rules	melodic patterns accurately	
To create & develop musical ideas. Composition	• Children to compose their own patterns to be copied or improvised, individually & in group composition • Drummers are invited to create their own patterns and use them to accompany an established piece from the class repertoire • Basic harmony is used during the first term of a Rockit pro-	• Create their own rhythmic & melodic patterns • Improvise simple responses both vocally & instrumentally • Compose simple rhythmic & Melodic patterns individually & in groups		
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		ject and with this in mind, children are encouraged to experiment by playing two notes together. The class then discuss whether they sound “nice” or “clash”.		
To play simple pieces that develops individual	• Children to follow a conductor/ leader (teacher or pupil) • Teach, rehearse & refine	• Start & finish together • Understand & rec-		

& ensemble skills. To understand & respond to a variety of different visual & written symbols, including traditional & graphic notations	tunes from memory • Use signals & written symbols • Work from a variety of sources, including verbal, letters written on a board as well as traditional notation. • Teacher conducts a pause ending to a piece. Students have to watch and stop playing at the same time. Dynamics are also introduced in this way. • Pupils are invited to take the place of the teacher/conductor and count in the ensemble and/or direct paused notes at the end of a piece. • Play well known pop tunes and film themes • Firework • Mama Mia • James Bond	ognise the structure of simple ensemble pieces (EG: Intro', link, coda, verse, refrain, etc) • Learn to play pieces from memory & symbols, developing control & confidence • Play simple phrases & tunes at sight by reading & understanding symbols
To evaluate their own performances & those of others	• Wherever possible, students are given the opportunity to swap instruments within the class, thus enabling them to appreciate the peculiar difficulties involved in each discipline. • Teacher to perform to the class so that they can hear the piece being played correctly • Play the original recording of a track and suggest/invite suggestions as to how the class	• Discuss the quality of their music making, using appropriate language.

		performance could better reflect the original	
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How music reflects the time & place in which it is created & the musical context of the instrument they are playing	• Give opportunities to listen & play with different styles of music • Listen and evaluate examples of music from the Rock and Pop genre, particularly examples relevant to the pieces in the “Rockit” syllabus. Eg: ABBA (Super Trouper), QUEEN (We Will Rock You), GREASE, etc • Historical and social aspects from the era are discussed (how punk and Britpop developed in different parts of the UK and why, how they became a global phenomenon)	• Discuss how music can reflect when & where it was created	
To rehearse pieces for performance	• Ask the children to suggest piece to play • Play for an audience or recording • As the class prepares for their London College of Music Ensemble examination and sub-	• Develop, refine & improve their performance of several pieces	

		sequent concert, up to four pieces are prepared to a high standard. Students are reminded of the examination syllabus, playing in parts, always creating a good ensemble, ability to demonstrate technical skills individually and collectively.		
	To develop an awareness of practise, rehearsal & performance situations and to perform to others with an appropriate sense of occasion	- Take part in a concert at the end of each term. - Take part in a larger "Rockit" concert following the LCM examination. - Small groups from within the class are often selected to perform their repertoire to other classes or year groups within the school. - Students are invited to witness and attend the larger setting of Music Centre in order to further their interest and ensure that they achieve higher levels of technical ability.	- Present a performance effectively with an awareness of audience, venue & occasion - Show increased confidence & self-esteem	

	Class teachers in the school are encouraged to make an instrument available for practice at break times. Students are hey allowed to improve their individual instrumental skills, usually working in pairs.	
To compose a melody	- Using an initial range of 5 notes, students will compose basic melodies - These will be selectively harmonised and performed by the rest of the class - The range of notes used will be extended and guidance will be given on simple techniques used to convey the mood of the melody, happy, sad, etc.	- Develop a sense of musical freedom to express their ideas - Not be afraid to make mistakes whilst practising and learning new skills
To read and understand traditional notation	- As the academic year progresses, students will have access to traditional notation - Pieces that have already been played will be presented in notated form. - Pitch and time names will be taught gradually, with letter names being removed over time. - Other musical terms and signs such as repeat marks, pause and CODA will be introduced.	- Understand traditional notation - More easily realise the link between wider opportunities lessons and instrumental lessons - Be encouraged to pursue more avidly their musical interest.

SEND and Inclusion in Music

At Lantern Academy, we believe that every child can be successful in music. Learning is carefully adapted to ensure pupils with SEND can fully participate, develop confidence and experience success.

We support pupils through:

- Adult support and scaffolding** during lessons, with teaching assistants modelling skills, supporting participation and helping pupils to follow instructions where needed.
- Colour-coded stickers on keyboards, glockenspiels and other tuned instruments** to help pupils identify notes more easily and play alongside their peers.

- **Visual prompts, symbols and cue cards** to support musical vocabulary, rhythms and sequences.
- **Simplified and chunked instructions**, with tasks broken into small, manageable steps.
- **Teacher modelling and repetition** to enable pupils to practise skills multiple times before independent application.
- **Flexible grouping arrangements**, allowing pupils to work with supportive peers or adults.
- **Alternative recording methods**, including photographs, video evidence, symbols or verbal responses rather than written work where appropriate.
- **Use of technology**, including backing tracks, interactive music software and audio recordings to support learning and rehearsal.
- **Adapted instruments and resources** such as larger beaters, instrument stands or accessible seating arrangements where required.
- **Pre-teaching of key vocabulary and musical concepts** before whole-class sessions to build confidence.
- **Multi-sensory approaches**, combining listening, singing, movement and practical instrument playing to reinforce learning.
- **Clear visual routines and lesson structures** to reduce cognitive load and support pupils who benefit from predictable learning environments.
- **Celebration of effort and achievement** through praise, certificates, stickers and performance opportunities, ensuring all pupils experience success regardless of starting point.

These adaptations ensure that pupils with SEND can access the same ambitious music curriculum as their peers while receiving the additional support they need to achieve their full potential.

All pupils in Years 5 and 6 will participate in a music assessment that enables them to demonstrate their musical knowledge, understanding and performance skills. The assessment will include the performance of selected musical pieces, the accurate use of musical vocabulary, and a presentation in which pupils reflect on and explain their learning journey.

Part B: Co-curricular music

Children are given opportunities to learn music outside of the curriculum:

- We loan instruments over holiday periods for children to further their musical experience, free of charge;
- We offer a choir from EYFS to Y6;
- Drama club;
- Participation in Telford Sings, even for children not in the choir;
- Opportunity to perform in the Learning Community Trust (LCT) choir
- Musical instruments out during playtimes.
- Opportunity to create and perform own musical performance on a Friday lunchtime
- Lantern's Got Talent

Part C: Musical experiences

Children take part in a nativity play whilst in the early years and Y1/2 class. All children have the opportunity to watch this performance.

All children perform at least two concerts per year to an audience. This is showcasing their singing and musical instrument expertise.

Year 6 children take part in a music examination whereby the London College of Music come and assess their capabilities.

Year 6 children perform an end of primary school play both to the school and to families.

Children in Y5 and Y6 attend a local secondary school to watch their musical performance. The academy pays for transport, this is a free experience.

Children in Year 3 and Year 4 watch a Ballet performance, moving in time to music.

Reception children attend a theatre trip, involving music.

All children take part in singing assemblies every fortnight.

Rockit music provide world drums, African drums and other musical instruments for parents and children to use during open afternoons, career days and other off timetable events. They also showcase their musical experience allowing the children to listen to sounds and musical instruments that can be made.

In the future

We plan to:

- Continue to offer a high-quality music curriculum, to all our pupils;
- Have children younger than year 6 taking part in the music exam;

- Have more instruments available to children to borrow, free of charge, so they can play at home;
- Work more closely with the Telford and Wrekin music hub;
- Offer reduced peripatetic music lessons to children as an after-school opportunity.