

Music development plan summary: Christ's College Sunderland

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Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	January 2026
Date this summary will be reviewed	January 2027
Name of the school music lead	Elizabeth Senior (Secondary music lead) Jessica Wood (Primary music lead)
Name of school leadership team member with responsibility for music (if different)	Charlotte Webster Andrew Beattie
Name of local music hub	North East Music Hub
Name of other music education organisation(s) (if partnership in place)	

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.

Primary

Our Primary curriculum has been developed to incorporate Performing, Composing, Listening & Appraising, and Singing. Units have been created following the Charanga model music curriculum scheme.

Each year-group receives one 50-minute lesson per week, and covers one unit per term. This is to allow knowledge and skills to be embedded at a more suitable rate, therefore promoting progress over time.

Year 1:

- Explore the Musical Spotlights and Social Questions within each unit.
- Learn that music is a language made up of high and low and long and short sounds.
- Listen to and learn about many different styles of music.
- Enjoy dancing and learning about the songs.
- Sing, move and dance to specially-written songs.
- Play glockenspiels with the songs they learn to sing.
- Begin to explore improvisation.
- Compose and create their own sounds and melodies using the Compose with the Song and Graphic Score resources.
- Perform their choice of songs and musical activities to an audience.

Year 2:

- Explore the Musical Spotlights and Social Questions within each unit.
- Demonstrate that music is a combination of pulse, rhythm and pitch - the foundations of every song they learn.
- Continue to listen to and learn about many different styles of music - begin to recognise more different sounds and hear how they create harmony together.
- Sing and move together with more of an understanding of how pulse, rhythm and pitch work together.
- Play instruments together and have fun learning to play in a band or ensemble.
- Explore improvisation a bit further and try to use some more notes.
- Explore composition to tell stories using the Create a Graphic Score and Music Explorer resources.
- Put together a big Concert and celebrate the lovely musical year.

Year 3:

- Explore the Musical Spotlights and Social Questions within each unit.
- Begin to use music notation and start to put sound together with symbol where appropriate.
- Listen to and learn about musical styles and how music has changed and shaped lives around the world.
- Think about and explore how singing and playing together can create beautiful sounds and experiences.
- Play instruments such as recorder and glockenspiel together with more confidence and expression.
- Explore where they improvise in a song.

- Using their imaginations when composing using graphic scores and Music Explorer.
- Plan and create a performance with an understanding of the songs they are singing and where they fit in the world.

Year 4:

- Continue to explore music notation through playing their instruments and the Music Notepad.
- Continue to listen to and learn about musical styles and how they help us to communicate different feelings.
- Explore how music and lyrics/words work together. How the music can make words sound even more special.
- Play instruments such as recorder and glockenspiel using the band parts provided and enjoy playing together confidently, knowing whereabouts they will play in the song.
- Make their simple improvisations more expressive, adding some dynamics.
- Use simple dynamics to express their feelings when composing.
- Choose from songs they have learnt within each unit and plan a performance.
- Introduce the performance with an understanding of what the songs are about, and any other connections.

Year 5:

- Explore the Musical Spotlights and Social Questions within each unit.
- Continue to explore melody and music notation using the Music Notepad.
- Continue to listen to and learn about musical styles in greater depth.
- Connect music with global history and culture.
- Learn that music has different grooves.
- Explore the voices that sing the melodies and the instruments used to create harmonies.
- Learn that melody and harmony work together and if we play three or more pitches together, we create a 'chord'.
- Play instruments using the band parts provided and enjoy playing together confidently, knowing whereabouts they will play in the song.
- Improvise with notes that aren't next to each other!
- Compose an accompaniment!
- Create a fun and confident performance with their choice of music and songs. They might form their own bands that want to perform.

Year 6:

- Explore the Musical Spotlights and Social Questions within each unit.
- Continue to explore melody and music notation using the Music Notepad. There is an opportunity to use YuStudio and explore music production.

- Continue to listen to and learn about musical styles in greater depth. Music is powerful and brings people from different backgrounds and parts of the world together.
- Enjoy and confidently sing and play together in their ensemble/band. Listen carefully to one another, use expression and explore the intention of the composer.
- Focus on developing skills on the Keyboard.
- Read a notated instrumental part - easy, medium or more difficult.
- Improvise with confidence and create their own personal musical ideas.
- Compose using chords and experiment!
- Share their last performance before transitioning. This will be a special performance, so take time to plan and include the songs and music that represent the class.

Key Stage 3

Our Key Stage 3 curriculum has been developed to incorporate Performing, Composing, Listening & Appraising. While focusing on these three key concepts students also develop cultural understanding and appreciation. Units have been created using both non-statutory guidance for teaching music, and elements of the model music curriculum.

Each year-group receives one 50-minute lesson per week and covers two unit per term. This is to allow knowledge and skills to be embedded at a more suitable rate, therefore promoting progress over time.

Students with additional needs have student passports which informs staff specialised requirements for each student as well as how to best support them. To support students the following will be done/ provided: ear defenders, scaffolded resources, writing notes onto the piano, and consideration of those with hearing impairments. Some SEND students are also accompanied by a Learning Support Assistant.

Year 7:

- “Building Bricks”: learning/reinforcing the elements of music, note durations, reading treble clef notation, composing a rhythm piece, and learning the keyboard in a static position. Singing and clapping of rhythms is used to emphasise the importance of the different elements.
- The instruments of the Orchestra: Students learn how the orchestra is laid out what each instrument is and where it sits on the stage. Students learn what each instrument sounds like as well as the different instrumental families. Here they will also learn key skills on the keyboard such as ‘Ode to Joy’.
- “Great Classical Composers”: Students learn about the history of Western Classical music, looking at the musical timeline. We will also look at excerpts of

music by four composers (J.S Bach, Mozart, Beethoven and Tchaikovsky).
Assessment piece: one of the following on keyboard – ‘Minuet in G’ (Bach), ‘Sonata in C’ (Mozart), ‘5th Symphony’ (Beethoven), ‘Swan Lake’ (Tchaikovsky).

- “Time Keeping”: learning/reinforcing bars and barlines, metre, beat, conducting skills, time signatures, and playing the keyboard with re-positioning of hand. Singing ‘The Wellerman’ as a class. Listening exercises, including identifying different metre. Assessment piece: ‘The Wellerman’ (keyboard).
- World music: Here we will look at the importance of Rhythm in Chinese and Gamelan music as well as Samba Batucada. We also look at the importance of music to these cultures. Assessment: Performing rhythms from these cultures either by clapping or playing on the keyboard with improvised notes.

Year 8:

- ‘Different Voice types’: Here we learn what the different female and male voices are. We also learn why our voices change and the impact on our voices and a character/ piece of music.
- ‘Musical theatre’: Here we look at how musical theatre has developed over time starting with the Opera and ending with Movie musicals. We look at the importance of the voice types of a character and the outcome of the voice type to the audience. Assessment piece: ‘Do Re Mi’ from the Sound of Music
- “Folk Music”: learning about the origins of folk music and how folk has both changed over time and influenced music-making today. Listening tasks, including appraisal of ‘Skye Boat Song’ and ‘Old Lang Syne’. Students create their own pentatonic compositions on keyboards, and sing “Scarborough Fair” as a class before learning it on the keyboard. Assessment piece: ‘Scarborough Fair’ (keyboard).
- “Reggae Music”: students are introduced to the key features of Reggae music and how it was influenced by America. We then appraise excerpts through listening tasks. Their keyboard piece requires them to perform syncopated rhythms, chords, and basslines fluently. Assessment piece: ‘Don’t Worry, Be Happy’ (keyboard) and ‘Mango Grove’
- “African Drumming”: students learn the key features of West African music, focusing on djembe drumming. Listening tasks include appraisal of recorded performances. Students learn djembe techniques as a whole class before breaking off into smaller groups to devise their own African Drumming performance, which must include improvisation, call and response, and polyrhythms. Assessment piece: ‘The Tordo Rhythms’ (djembe drum)
- ‘Gospel Roots’: Students learn how gospel music was created and where the different influences come from. Students are encouraged to create a Gospel inspired composition and perform their composition which also forms part of the assessment.

Year 9:

- ‘MADT-SHIRT’: Here students will learn what a physical analysis looks like. They will learn how to identify musical elements on a physical score. They will also learn how to identify the elements in their keyboard pieces.
- “Music for Special Events”: students explore how music enhances occasions, with the elements of music being considered with intention and purpose in mind. Listening tasks include funeral and wedding music, as well as other occasion music. Students compose their own fanfares on keyboards and perform a piece which includes triplet rhythms and sharps. Assessment piece: ‘The Wedding March’.
- “Music for Stage and Screen”: learning about the history of film music, from silent films to the “talkies” and the use of leitmotif, and a brief look at musical theatre. Students learn about specific orchestral techniques which are utilised by film composers and analyse film excerpts to discuss how the elements of music are manipulated to create an effect. Assessment piece: either ‘He’s a Pirate’ or ‘Beauty and the Beast’ (keyboard).
- ‘Gaming Music’: Here we will look at how music enhances the games we play. We will look at the history of gaming music as well as leitmotifs in games. They will also have a selection of keyboard pieces where one will be chosen and then assessed. Students will get the opportunity to create their own character and music that will support this character.
- “Blues Music”: learning the origins of Blues music through the slave trade, and its key features. Listening and appraisal tasks explore instrumentation as well as stylistic elements. Students compose using improvisation skills using the 12-bar blues framework. Assessment piece: ‘Boosey’s Blues’ (keyboard).
- ‘Composition and Music Technology’: Here we look at how music technology has helped preserve as well as changed musical styles. We will also look at different types of music technology and equipment. Students will get the chance to compose on a DAW platform.

Key Stage 4:

- Here we follow Edexcel GCSE Music and work through 4 different networks as well as completing a practical and composition component.
- Students receive 3 x 50-minute lessons per week, often with one double and a single lesson.
- GCSE Music students all receive discounted peripatetic lessons for their main instrument, with the option to receive lessons one-to-one or in a pair.

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.

- Peripatetic music lessons:
 - Students from Year 1-11 can sign up for one-to-one, paired, or groups of 3.
 - Lessons are charged termly, with students opting to sign up each term. Students wanting to stop peripatetic lessons are asked to provide a half-term's notice.
 - Lessons are offered as pre-paid blocks of 10 lessons per term.
 - Lessons are delivered by visiting music teachers on self-employed contractor contract, who have been interviewed by the Music leads for quality assurance.
 - Instruments on offer include violin, flute, clarinet, alto saxophone, tenor saxophone, piano, drum kit, acoustic guitar, electric guitar, bass guitar, and singing/voice.
 - GCSE Music students receive discounted fully funded lessons.
 - Pupil Premium students will receive funding for one instrument worth of lessons.
- Extra curricular clubs:
 - Currently students have access to the following clubs:
 - Secondary Choir
 - Primary choir
 - Community choir
 - Orchestra
 - Violin ensemble
 - Build your own instrument.
 - Drama/ musical theatre club
 - Worship band
 - Rocksteady (externally provided)
 - We are also looking into running the following clubs: Woodwind ensemble, Music theory, song writing, keyboard club and secondary band.

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.

- Assemblies five days of the week (2 days secondary, 3 days primary). Primary assemblies will have a piece of music played and students will sing along as they file in. Secondary music is led by the worship band with the encouragement that other students can join in as they file in. The worship band stands at the front to lead the rest of the students.
- There are opportunities to perform either as a soloist or as part of an ensemble in termly events: Christmas Concert (term 1), Talent show (term 2), and a Music end of year concert (term 3). All three performances are open to families to come and support their children.
- The annual Academy Musical theatre Production is open to all, with auditions taking place to identify roles. Other students in the school are invited to join the public in attending one of the two evening performances.
- There is a Talent show competition, which can be entered by any student of any age or experience and then an audition will be required.
- One musical theatre production will be visited per year. This many include a production at the Sunderland empire etc.
- Our choirs join in the Music Hub events such as Sunderland Sing.

In the future

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

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

- Currently we are working on getting more peripatetic teachers to accommodate the large number of instrument lessons being requested.
- We are working on improving students access to a wide range of musical experiences such as orchestra concerts, bands etc.
- Collaborating with other schools to produce a range of performances.
- Getting more musical performances and experiences into school including African music etc.