Music development plan summary: Ocean 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	September 2027
Name of the school music lead	Rob Fletcher
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Soundstorm
Name of other music education organisation(s) (if partnership in place)	Rocksteady, Armonico Consort

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.

Time Allocation:

- **1 hour per week**, which includes at least 6 hours a term of music is taught by the class teacher, on a rotational basis, with other music taught within the week or through singing assemblies and music appreciation sessions led by SLT.

Curriculum Framework:

- The school follows a **highly progressive** Skills Progression Map . There is a variety of experience and teaching that **expands beyond** the use of a standard scheme (Charanga).
- The plan includes **progression from 3 to Year 6.** Fundamental skills (strumming, drumming etc.) are mastered before moving onto digital interfaces.
- **Adaptive teaching** is planned for and supports inclusive practices e.g. sign language is taught with some song lyrics.
- **Instrumental progression** is clear and tracked e.g. ukulele.

- There is a strategic pathway from classroom practice: novice to expert and performing to different audiences.
- Standard musical practice and classical genres links with diverse**,** modern ensembles (e.g. digital loops, pop/rock bands)

Instrumental Focus:

- Whole-class instrumental lessons are **fully integrated into the standard timetable**. **All students learn tuned instruments**—specifically the ukulele—with curriculum blocks **supported directly by the regional SoundStorm Music Education Hub.**

Music Technology:

- To prepare pupils for **modern creative industries**, the curriculum integrates **Digital Audio Workstations** (DAWs) via YuStudio cloud software, allowing students to compose, mix, and evaluate digital tracks.

Our children will:

- Learn to sing and use their voices to create and compose music on their own and with others. Understand and explore how music is created, produced and communicated.
- Learn to sing through developing vocal techniques in weekly singing assembly and through whole class teaching of singing in year groups, which is mapped out across the curriculum.
- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.
- Link with First Access (through the Soundstorm Hub) who provide whole class teaching of musical instruments (this happens with the Year 4 cohort of children every year where pupils have the opportunity to learn samba). Each child in Year 4 will have direct teaching from a music specialist for 8 weeks.
- Access the Soundstorm ‘Live and Inspired Tour’ through a musical visitor, e.g. a singer/songwriter coming to the academy to promote careers within the music industry.
- Be given opportunities to work with professional orchestras and perform in national touring venues e.g. Poole Lighthouse.
- Receive a minimum of one specialist workshop or course throughout a school year e.g. Soundstorm and Armonico Consort
- Be given equal opportunities to access our music curriculum and enrichment opportunities (the enrichment offer can be requested from the academy or viewed on the academy website) Equality Policy

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.

Vocal Ensembles:

- The academy runs a non-auditioned **Academy Choir** open to all year groups, focusing on vocal technique, diverse multi-genre repertoires, and ensemble performance.

Instrumental Groups:

- Termly Rocksteady, Ukulele and Piano performances to peers and parents
- We promote local hub ensemble groups to our pupils.

Peripatetic Tuition:

- In partnership wit**h local hub providers**, students can access individual and small-group lessons across piano, strings, and voice.

Equity & Access:

- The academy explores ways to remove socio-economic barriers.
- The academy offers an **Instrument Loan System**, enabling students to take instruments home for independent practice free of charge.
- Free Songwriters Club **open to all** where there is opportunity to write and record music together.
- Free non-auditioned Academy Choir open to all year groups
- Our **Aspire Award** encourages pupils to complete different enrichment activities such as ‘learning a new skill’ and staff support children, **through a weekly club**, to achieve this. **This club is free** and open to all children.

Where Can Music Lead You?

- Music qualifications can lead into a variety of jobs within the music and performing arts industry, from working in recording studios, theatres, live music venues, record companies, events management and teaching.
- Pupils can also gain the necessary skills to produce their own music, advertise, promote, design and sell it and even perform at their own gigs.

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.

School-Wide Singing:

- We have a **compulsory weekly singing assembly** led by the Principal that develops collective vocal skills, music notation exposure, and active listening across various historical traditions. This also develops a love of singing as a collective.
- Each year we celebrate **World Music Day** in June. Each class learns a song of their choice and **performs this to peers and parents**. This allows the children to fine-tune their skills of performance and evaluation whilst enjoying music
- Each year, every child learns a range of Christmas Carols, which they **perform to parents** and visitors as well as reaching out in the community.

Live Performance Milestones:

- Students participate in a minimum of **three major performances per year**, including a winter showcase, a summer music festival, and end-of-year collaborative productions (e.g. Year 6 end of year show).
- During our **weekly** Celebration assembly, pupils who are working towards musical awards perform using their instrument, for the whole school to listen to

Professional and Community Exposure:

- The academy routinely hosts **visiting professional artists** for workshops and coordinates external performance trips.
- We provide **a yearly trip, for pupils, to The Lighthouse** to experience the **Bournemouth Symphony Orchestra,** which is free.
- Each year, some of our **Year 6 pupils visit a local secondary school t**o watch a show put on by their pupils which is free.

In the future

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

Staff CPD Expansion:

- Deliver specialised, continuous professional development (CPD) workshops for all general classroom teachers, **upskilling them** via our resident specialist.
- **Utilise secondary specialist teachers** to upskill staff to improve the music offer at primary.

Community Cohesion:

- Expand the local footprint of the Academy Choir by establishing **further local community performance** opportunities e.g. at care homes, hospitals.
- **Link with local secondary schools** to participate in joint performance or develop mentor sessions / buddy between older and younger students.
- Develop transition processes to include how we **help pupils continue their specialised** instrument skills from KS1 up to Year 6 and move into local secondary settings that may not offer the same partnerships. (example letter to secondary school).

Inclusion:

- Create a soundcloud to share music written in Songwriters Club to a wider audience.
- Provide a greater range of musical role models from an increasing range of backgrounds.

Further information

Key features in the national plan for music education
What the National Plan for music means to young people doc
Model Music Curriculum
Music Hubs
Soundstorm