

One Degree Academy

Music Development Plan Summary 2026/27

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This is a summary of how our school delivers music education to all our students 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 students and parents or carers understand what our school offers and who we work with to support our students' music education.



ODA Musical Development Plan 2026/27

At One Degree Academy, leaders have taken inspiration from the model music curriculum and previously used schemes such as Charanga, to design our own curriculum. This keeps in line with the schools approach to curriculum focusing on a knowledge rich approach that has lots of opportunities for retrieval and rehearsal. In Key Stage 1 children are exposed to a wide range of musical genres whilst focusing on simple songs from the pentatonic scale and the basics of pulse and pitch. In Key Stage two students dig deeper into these themes and build on their earlier learning, applying it to more complex ensembles with the introduction of composition and improvisation.

We still use Charanga to support practitioners to teach instrumental lessons. This is alongside building a culture of music across the school in line with the non-statutory guidance for teaching music Key Stages 1 to 2.

All students enjoy a 15 minute singing assembly each week as well as a 30 minute music lesson. This is supplemented by daily 5-minute musical retrieval and value-song routines, totaling at least 1 hour of structured musical activity per week. Children are taught the school specific songs that are sung throughout the day and linked to our value curriculum. Music is a big part of our school culture, with music in the playgrounds and corridors.

Children are provided with a range of opportunities to learn and explore a wide range of instruments. In EYFS and KS1 children predominantly look at voice work and basic percussion, with the introduction to small group recorder lessons in Year 2. In KS2 these lessons become more complex with Whole Class Instrumental Teaching of Glockenspiel, Ukulele, Djembe and Keyboard.

Part B: Co-curricular music

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

One Degree Academy has a strong culture of singing and vocal lessons, this is a key component of our weekly music lessons and Key Stage singing assembly. We work closely with Enfield Music School and enjoy taking part in their regular performance opportunities such as the Partnerships festivals as well as the choir festival. Children in KS2 are encouraged to audition to take part in our Choir, ODA Voices, with whom they not only perform at school based events but also at local events such as the turning on of the Edmonton Christmas lights and the Teach First Anniversary Concert as well as other events in London such as Young Voices.

ODA Musical Development Plan 2026/27

We believe that all students should be entitled to instrumental lessons and so fundraise to be able to provide all students in Key Stage 2 the opportunity to learn. This culminates in regular performances of their music to parents and key stakeholders. In Year 6 students celebrate the culmination of their musical knowledge by creating their own piece of music in their self written show at the end of the year.

The addition of a music room has made these opportunities simpler to orchestrate. We are proud that one of our Parent Governors, who is a professional singer, supports the team to develop both the choir. We also receive support from other parents, who work in music production and sound, during our STRIVE Festival in the Summer.

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.

At One Degree we know the importance of music being shared, performed and celebrated. We also strongly believe that regular opportunities to do this helps to develop confidence. Each week students film their progress in their music lessons and use this video as a reflection tool at the start of the next lesson. These termly projects culminate in an opportunity to perform: Half termly performances to their peers in an assembly, where they receive and give feedback as well as a termly performance to parents.

Years 2 and 4 enjoy the opportunity to take part in the Spring and Summer Partnership Festivals (respectively). Years 4 and 5 enjoy an annual trip to PWC pantomime in a West End Theatre. And Year 6 enjoy a trip to a West End Musical (Matilda, for the last two years). All year groups take part in a large end of term performance at the end of the Autumn Term, with KS1 performing an annual Nativity.

The Academy takes our Cultural Capital curriculum very seriously and is constantly seeking out more ways to provide wider musical experiences. Previous experiences have included trips to the Little Angel Theatre as well as Chicken Shed performances. In 2023 and 2024, a group of children recognised at working at greater depth from across KS2 had the opportunity to watch an orchestra performance at South Bank.

Enfield Music School provides lots of regular, enriching opportunities to further their love of music outside of school. These are consistently shared with parents to allow for our students to engage in a wider range of activities, fostering a love of music.

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In the future

In the future, as the academy continues to grow, we would like to move towards having a specialist music teacher who can deliver a high-quality curriculum with expert skill. Leaders feel this will be particularly helpful in bridging the gap between music lessons and instrument lessons.

Currently we don't have the provision for students / parents to have additional instrument lessons that are paid for privately as we are concerned about the disruptions to other areas of the curriculum. However, we hope that we can have more flexibility with the right candidate in the future to make the timetable work as we continue to develop our Cultural Capital curriculum.

We are developing our local partnerships, such as that with Aim North London, to enable our students to watch and learn from older student role models. We would also like to develop our links with local community groups to allow our students more opportunities to enjoy more live performances.