

## Music Development Plan 20234-25

### Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	Sept 2024
Date this summary will be reviewed	Sept 2025
Name of the school music lead	Michael Taylor
Name of school leadership team member with responsibility for music (if different)	Michael Taylor
Name of local music hub	North Yorkshire Music Hub
Name of other music education organisation(s) (if partnership in place)	

Key features of the Music curriculum at Cayton Primary School.

What do we need to do?	How are we going to achieve it?
<ul style="list-style-type: none"> <li>timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3</li> </ul>	All classes have access to a dedicated music session for at least 1 hour per week.
<ul style="list-style-type: none"> <li>access to lessons across a range of instruments, and voice</li> </ul>	Glockenspiels, recorders, trumpets, trombones, saxophones and clarinets are all used in lessons. Orchestra specific instruments for Y5.
<ul style="list-style-type: none"> <li>a school choir or vocal ensemble</li> </ul>	All children have weekly lessons for singing sessions in the hall on a Monday as part of our curriculum. These lessons are used to construct performances for parents every half term across the year.
<ul style="list-style-type: none"> <li>a school ensemble, band or group</li> </ul>	Y5 children access orchestra lessons delivered by the North Yorkshire Music

	Hub and access saxophones, clarinets, trombones and trumpets. There are termly performances to the school and parents of the music they have learned to perform.
<ul style="list-style-type: none"> <li>• space for rehearsals and individual practice</li> </ul>	Orchestra lessons are delivered in the art room and classes are used to deliver music lessons.
<ul style="list-style-type: none"> <li>• a termly school performance</li> <li>• opportunity to enjoy live performance at least once a year</li> </ul>	The school learn songs for a half termly performance delivered to parents through the termly newsletter and parents are invited in to see the Y5 orchestra perform.

**Our vision for Music at Cayton Primary School**

At Cayton, we we emphasise musicality over talking in our curriculum and our lessons. We see the exploration of music in primary school as a moral imperative and a force for good beyond the scope of the lesson itself. Music plays its part in delivering content and value to all subjects within the curriculum and it is an essential component of the school’s pedagogical approach. Our pedagogy ensures that children from all backgrounds and musical experience should have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence if they wish to.

We believe that Music:

- Helps young people make sense of a complex and dynamically changing world and how society, the economy and environment combine to bring about change.
- Explains where places are, how places and landscapes are formed, how people and their environment interact.
- Explores how a diverse range of economies, societies and environments are interconnected.
- Examines natural resources and their sustainable use.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology

appropriately and have the opportunity to progress to the next level of musical excellence

- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Our curriculum reflects these beliefs and has been researched to ensure a deep and consistent pedagogy in the teaching of Geography. Through the delivery of orchestra lesson and the use of digital software to produce and compose music, children have the opportunity to perform and explore music in fun, innovative and stimulating ways.

### **Curriculum Music at Cayton**

Cayton School follow the Charanga scheme of work. After a review of music at Cayton, it was felt that teachers felt that they lacked the skills and knowledge to be able to deliver an effective music curriculum. The Charanga Scheme helps teachers with skills, knowledge, vocabulary and elements of music that support the teacher's delivery of music and provides a clear structure, order and progression through the music curriculum.

All of the music curriculum can be seen in the Cayton School Curriculum Map that is published on the Cayton School website under quality of Education.

To further develop music, Cayton School fund orchestra lessons for the Year 5 class and these are delivered by a music specialist from North Yorkshire Music Hub. Instruments taught in these sessions are trombone, trumpet, saxophone and clarinet.

### **Co-curriculum Music at Cayton School**

Throughout the 2023-24 year, there are opportunities for children to attend choir to rehearse for special events, assemblies and performances. This also includes the Year 6 performance at the end of the academic year.

Children have also had the opportunity to access recorder club in the 2023-24 year and again, they performed to the whole school in assembly time and to the local community at a council run outreach event.

Throughout each week, a Musical Theatre Club is run by a member of staff, which focuses on the creative arts of singing, performing, acting and dance. Children listen to, sing a-long with and perform a range of songs from classic musicals.

### **Musical experiences**

Each Monday morning, all children in the school gather in the hall to collectively sing as part of the curriculum focusing on performances. After learning and rehearsing a wider range of songs from different genres and time periods, the children's performance is recorded and shared via our termly newsletter.

Each year, all children have access to attend a Christmas pantomime and watch a live performance.

As part of our CCCC passport, it is planned in that Year 5 will be attending a live performance from The Scarborough Spa.

Each year, Year 5 are invited to partake in Scarborough Proms where schools in the local area attend Scarborough College and collectively sing and play musical instruments together.

Annually, the North Yorkshire Music Hub deliver a concert to the whole school and play pieces from across a range of genres and time periods to enthuse music and promote 1:1 tuition. After the concert, details were sent to parents of how to access private and group tuition through the music hub.

### **Assessment of Musical skills**

In all year groups, children are assessed across a range of skills under the threads of appraisal of music, singing and voice, notation, playing instruments, improvisation, composing and performing. These are assessed as working below the national standard, working at the national standard and working above the national standard. These provide teachers with assessment data to give an overall level of working for each child. In the assessment system, the data provides in-depth information about vulnerable groups and the progress that they are making across the curriculum: SEND, gender, pupil premium, free school meals and EAL children. Teachers use this information to future inform planning and how to adapt teaching and learning to ensure good progress in made by all children.

## Self Assessment of Music at Cayton

Area	Category	Description	Notes
Curriculum Music	Timetabling	Not all classes receive a regular music lesson each week	
		There is a regular timetabled curriculum music lesson for all children but not a full hour each week when combined with other provision	
		<b>There are regular timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include singing assemblies etc)</b>	<b>All classes receive 1 hour of music teaching through the Charanga Music Scheme. Pupils in Year 5 receive 1 hour of orchestra time each week. All children in the school attend a singing assembly on Monday mornings for 20 minutes.</b>
	Curriculum design	Musical activity takes place in some or all classes but not necessarily tied to a formal school-wide curriculum	
		There is a whole school curriculum in place for music which covers all parts of the National Curriculum	
		<b>There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Additional aspects are embedded into the planning such as whole class instrumental music, school performances and special musical events</b>	<b>School has a progression map of key skills and knowledge across all key stages and builds on prior knowledge. Musical performances are planned through the year and performances of work are shared in celebratory assemblies. Special events through the year are planned including: Termly whole-school performance from singing assemblies, recorder club performances, termly orchestra performances, choir performances and individual pupils sharing musical achievements outside of school on a Friday.</b>
Assessment	We have limited capacity and/or expertise for assessing musical progress		
	Class teachers record progress using video/audio recordings or written notes		
	<b>Progress is clearly recorded using video/audio or written notes and ML works closely with class teachers to monitor and support this process. There are opportunities for pupils to self and peer assess their work planned into lessons</b>	<b>QR codes used to record lessons and displayed in books. Teachers use these videos to inform the assessment tracker.</b>	
Curriculum Music	Quality of teaching	It is uncertain whether all teachers are teaching music to a good standard each week	
		<b>Music teaching is generally of a good standard, but there is still a need for further CPD and support in some areas</b>	<b>Teaching of music is of a good standard. However, there are inconsistencies in subject knowledge which are being addressed through observations and CDP opportunities.</b>
	Music teaching is consistently good quality throughout school and is monitored and supported well over the year		
EYFS music		It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	
		Music is regularly planned in to EYFS timetables and is generally of a good standard though some CPD and support may still be beneficial	
		<b>Singing is an integral and essential part of EYFS life. Songs and activities are appropriate to developing voices and carefully chosen to support early progress</b>	<b>Singing is used across the curriculum and QR code videos are produced to evidence this. Instruments are incorporated to compliment the singing of the children. CPD is ongoing to upskill teachers in the different threads of the music curriculum.</b>
		No whole class instrumental provision is currently in place	

Whole class instrument provision	Whole class	Children learn to play an instrument as part of whole class learning during their time in school	Children have a choice of tuned and un-tuned instruments to play during lessons. Plans are in place to ensure the progression of instruments as they move throughout the school is robust and builds on prior skills.
		Whole class learning is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and quality of delivery is consistently good.	Year 5 access orchestra to develop musical subject knowledge and the sessions are delivered by a music specialist from the North Yorkshire Music Hub.
	Duration	Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration	
	Children are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others. Some children choose to carry on with that instrument (or a related instrument) at the end of the year	Children have opportunities to perform throughout the year to different audiences.  Opportunities are provided for children to continue learning an instrument after Y5 orchestra lessons. However, the uptake for this has not been assessed as it is the first year of having orchestra lessons.	
Singing	School / KS / Year group singing	Children only occasionally sing together as part of a larger group, maybe tied to performances or calendar events.	
		Children sing together all or most weeks as part of a singing assembly or similar	
		Regular singing assemblies are led by a specialist. Singing is an important and integral part of curriculum lessons, delivered by confident teachers skilled in delivering healthy singing.	Assemblies are delivered by the music lead. Termly performances of the songs learnt are shared with parents via QR code. Singing is integral to assemblies and celebrations throughout the year. School has a school song, which links to the values and ethos of the school.
	Choirs	There are currently no school choirs taking place regularly There is at least one school choir which meets regularly led by a skilled teacher	
		There are one or more school choirs, led by skilled singing leaders which have opportunities to perform regularly and/or take part in wider community events	Choir opportunities are planned in and are delivered in a range of clubs including choir, performing arts and end of year performance sessions.
Instrumental and vocal lessons	Tuition	There are limited or no opportunities for children to learn to play an instrument in school	
		Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments	Y5 children have weekly orchestra lessons and the opportunity to perform to parents and the rest of the school regularly throughout the year.  Orchestra classes will continue to be funded by the school during the 2024-25 year.
		There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision	All parents are regularly notified of the musical tuition that is on offer from the North Yorkshire Music Hub. However, there was no uptake of this during the 2023-24 year.
	Whole class follow on	There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	
		There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished	All parents are regularly notified of the musical tuition that is on offer from the North Yorkshire Music Hub. However, there was no uptake of this during the 2023-24 year.
		There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good number of children choose to do this	
		There are currently no instrumental ensembles in school or only very occasional ensemble playing opportunities	

	Ensembles	Children learning some instruments have the chance to play in a school ensemble which rehearses regularly	
		<b>A child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group. Routes of progression for children including music centres and North Yorkshire Music Centre are signposted as appropriate</b>	<b>Children have the opportunity to share all musical achievements during Friday's assembly. There are also regular class assemblies where music that the children have learnt can be shared. All parents are regularly notified of the musical tuition that is on offer from the North Yorkshire Music Hub. However, there was no uptake of this during the 2023-24 year.</b>
Inclusion	Inclusion	There are no provisions in place to support less affluent families. There is little adaptation in music lessons for children with additional needs or varying ability	
		School finds ways to support children from low income backgrounds to learn an instrument. Curriculum and instrumental lessons are planned to cater for children with carrying needs and ability. Pupils have opportunities to listen to and engage with music from different cultures, traditions and eras	
		<b>All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to cover all needs and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras</b>	<b>Teachers use the adaptive teaching proforma to highlight all the possible adaptations that could be considered when teaching music in schools. On short term planning, adaptations are also highlighted to show the various adaptations that are used in lessons and highlight any specific needs of children linked to the four key areas:</b>
Wider involvement	Hub participation	The school generally don't engage much with the North Yorkshire Music Hub or other partner organisations in music	
		There is some level of engagement with the North Yorkshire Music Hub and Music Mark with occasional participation in local events	
		<b>The school has strong partnerships with North Yorkshire Music Hub and Music Mark and/or other organisations with regular participation in local events, workshops</b>	<b>Annual live concerts provided by North Yorkshire Music Hub to showcase instruments and play as an ensemble and encourage the children to pursue an instrument through tuition.</b>
Wider involvement	CPD	There is little capacity within school for the music lead or other staff to engage with music CPD	
		Music lead has occasional opportunities to access CPD, other staff only rarely	
		<b>Music lead is able to access a higher level of music CPD and other staff in school are also accessing CPD or a higher level of support from the Music Lead or elsewhere</b>	<b>Cayton School work collaboratively with North Yorkshire Music Hub. Music lead delivers CPD regularly to staff to share key information and ideas to improve the provision of music at Cayton School.</b>
Wider involvement	Links with other schools	There are currently no musical links with other schools	
		Some links are made with peer schools, other MAT schools, religious school networks or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared.	
		<b>Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition.</b>	<b>Cayton School work with schools in the area to facilitate and engage with Scarborough Proms. Families are invited to attend the final performances.</b>

			<p><b>Cayton School collaborated with Esk Valley trust to share good practice between subject leaders.</b></p> <p><b>We work closely with secondary schools to highlight skills and talents of children.</b></p>
		There are currently no opportunities for children to experience and enjoy live music	
	Live music	There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians	
		<p><b>All children have opportunity to experience live music over the course of the school year</b></p> <p><b>Annual live concerts provided by North Yorkshire Music Hub to showcase instruments and play as an ensemble and encourage the children to pursue an instrument through tuition.</b></p> <p><b>CCCCC includes opportunities for children to experience live music throughout the year.</b></p>	

SEND in the music curriculum

# Adaptive Teaching for Music

Self-regulation and cognition		Key knowledge and vocabulary	
Potential SEND challenges and barriers	Provision to overcome barrier in learning	Potential SEND challenges and barriers	Provision to overcome barrier in learning
<p><b>Cognitive overload.</b></p> <p><b>Children cannot understand taught methods.</b></p> <p><b>Multiple step learning</b></p> <p><b>Resources area for topic</b></p>	<ul style="list-style-type: none"> <li>Dual-coding included in lessons – simple diagrams, one-word prompts, black-and-white diagrams.</li> <li>Teach multiple methods for children to choose which methods suits their learning style where possible.</li> <li>Visual steps for learning. Visual prompts for learning.</li> <li>WAGOLL to be shared to set clear expectation of work required.</li> <li>Teachers to provide resources to support learning and children can access these throughout lessons during the topic.</li> <li><b>Improvisation sections for children to explore instruments and develop own reflective skills in their learning.</b></li> <li><b>Children have a wide range of tuned and untuned instruments.</b></li> <li><b>Different playing/performing parts shown to children prior to performance to assess own abilities and choose which part they can play.</b></li> </ul>	<p><b>Subject specific vocabulary</b></p> <p><b>Recall of key facts and methods.</b></p> <p><b>Learning styles differ from child-to-child.</b></p> <p><b>Reading abilities of children</b></p>	<ul style="list-style-type: none"> <li>Knowledge organisers, which include key vocabulary, methods and concepts.</li> <li>Pre-teach vocabulary prior to the start of the unit.</li> <li>Pictorial representations of methods. Photos to show steps in methods.</li> <li>Methods broken into smaller digestible chunks.</li> <li>Resources available for visual learning. Videos used for audial learners.</li> <li>Group reading sessions to access information. Whole class exploration of texts. Staff deployment to be considered in planning.</li> <li><b>Charanga slides to explain subject specific vocabulary for pupils.</b></li> <li><b>Digital software to compose music with the aid of adding in rests automatically.</b></li> </ul>
Speech, language and Communication		Sensory, Physical and Emotional needs.	
Potential SEND challenges and barriers	Provision to overcome barrier in learning	Potential SEND challenges and barriers	Provision to overcome barrier in learning
<p><b>Processing of information.</b></p> <p><b>IPads to be used for Dictaphones to use for spelling and recording down ideas.</b></p> <p><b>EAL pupils</b></p> <p><b>Ability to record effectively</b></p> <p><b>Ability to explain clearly</b></p>	<ul style="list-style-type: none"> <li>Repetition of instructions. Children to repeat back if part of their individual SEND plan.</li> <li>Group talk to support the steps of learning. One child to learn each step in learning to share with the class.</li> <li>Work and strategies used in SALT/SEND plans to be used in the lesson to make learning accessible to all learners.</li> <li>Knowledge organisers for recap and referral. Writing frames used to help children structure ideas.</li> <li>QR codes to be used for children who can verbalise answers but may struggle to record written work. Alternative means of recording of responses – diagrams, photos.</li> <li><b>Question guides and prompts to structure answers when appraising music.</b></li> </ul>	<p><b>Children struggle with fine-motor skills.</b></p> <p><b>Children struggle with social settings.</b></p> <p><b>Visual and hearing impairments</b></p> <p><b>Classroom environment</b></p>	<ul style="list-style-type: none"> <li><b>Group work for children to help with motor-skills. Resources adapted – beaters and grips, varied glockenspiels for abilities instruments matched to individual children.</b></li> <li>Independent tasks for children.</li> <li>Seating arrangements to be considered for tasks and social groups.</li> <li>Displays and classroom environment to be considered for needs of the class and individuals.</li> <li><b>Choice of tuned and un-tuned instruments for children to select the most appropriate instrument for their abilities and skills.</b></li> <li><b>Music levels altered to suit the class and individual needs such as hearing impairments, autism and other medical conditions individual to the class.</b></li> </ul>

Priority	Evidence	Success Criteria	Responsibility	Milestones/ Time	Evaluation/ Impact	Cost Implications
Composition needs to be embedded and evidenced in books either collaboratively as a class or individually.	Book/work scrutiny  Teacher discussions  Pupil voice	Music taught consistently across the curriculum and year groups.	Class Teachers  Music Lead	MT to discuss details on composition and musical components in staff meeting 23.10.24  Observations and book scrutiny to be completed throughout the year.		N/A
Recording of evidence is inconsistent across the school. In some classes, the evidence is very strong where others it is lacking and needs more depth. Work to be completed with the teachers.	Books  Lesson observations  Pupil Voice	Monitor through pupil voice sessions assessing evidence collected and children's knowledge.	Class Teachers  Music Lead	MT to discuss details on composition and musical components in staff meeting 23.10.24  Observations and book scrutiny to be completed throughout the year.  Individual discussions with specific year groups.		N/A
Music lead to work collaboratively with all staff where staff observe high-quality teaching.	Books  Lesson observations	All staff will have watched the music lead deliver a lesson of high-quality.	Class Teachers  Music Lead	All staff to be released to observe music lead deliver a composition lesson.		Release time for MT and staff to facilitate the lesson.

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**Useful Links**

[The power of music to change lives: a national plan for music education](#)

[MT's national plan coverage](#)

[Building a musical culture in a primary school – the nuts and bolts for success](#)

**Music Lead: Michael Taylor *M. Taylor***

**Date: 5<sup>th</sup> Sept 2025**