

Music development plan summary: [insert school name]

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	2023-24
Date this summary was published	Jan 2024
Date this summary will be reviewed	Sept 2024
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"> • timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3 	All classes have access to a dedicated music session for at least 1 hour per week.
<ul style="list-style-type: none"> • access to lessons across a range of instruments, and voice 	Glockenspiels, recorders, trumpets, trombones, saxophones and clarinets are all used in lessons. Orchestra specific instruments for Y5.
<ul style="list-style-type: none"> • a school choir or vocal ensemble 	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"> • a school ensemble, band or group 	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"> • space for rehearsals and individual practice 	Orchestra lessons are delivered in the art room and classes are used to deliver music lessons.
<ul style="list-style-type: none"> • a termly school performance • opportunity to enjoy live performance at least once a year 	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.

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.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.

- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this here.

For secondary schools: Set out what music qualifications and awards pupils can study and achieve at the school in the academic year, including graded music exams (all key stages) and GCSE, A level or vocational and technical qualifications (at key stage 4 and 16 to 18). If your school already publishes this information, include a link in this summary.

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. Each class is taught at least 1 hour of music each week with Y5 having 2 full hours, one being with a music leader from the NYCC Music Service.

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.

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.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

Alternative titles for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

Throughout the 2023-24 year, a choir has been facilitated by a music specialist teacher. Children from across the school had the opportunity to attend and the children of the choir had the opportunity to perform to the whole school in assembly time and to the local community at a council run outreach event. 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 the 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.

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.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be 'Musical events' or 'Musical performances'.

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. As part of our CCCCC passport, it is planned in that Year 5 will be attending a live performance from The Scarborough Spa. In February, Year 5 attended the Scarborough Proms where they were able to showcase the skills and knowledge they had acquired to an audience over 200 people playing 3 pieces: Hall of the Mountain King – Edvard Grieg, Hallelujah – Leonard Cohen and Can't Stop This Feeling – Justin Timberlake. In October, the North Yorkshire Music Hub delivered a concert to the whole school and played 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.

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.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.

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		
		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)	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.	
	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		
		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	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.	
	Assessment	We have limited capacity and/or expertise for assessing musical progress Class teachers record progress using video/audio recordings or written notes		
		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	QR codes used to record lessons and displayed in books. Teachers use these videos to inform the assessment tracker.	
	Curriculum Music	Quality of teaching	It is uncertain whether all teachers are teaching music to a good standard each week	
			Music teaching is generally of a good standard, but there is still a need for further CPD and support in some areas	Teaching of music is of a good standard. However, there are inconsistencies in subject knowledge which are being addressed through observations and CDP opportunities.
EYFS music		Music teaching is consistently good quality throughout school and is monitored and supported well over the year		
		It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality		
Whole class instrument provision	Whole class	No whole class instrumental provision is currently in place		
		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	Cayton School provided a choir during 2023-24. However, the specialist couldn't continue to provide the sessions. This will be included in the 2024-25 music plan to ensure
		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	Children in the 2023-24 choir performed to Cayton Community at Christmas and instrumental performances were delivered at the same event.
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.
		There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	
Whole class follow on	Whole class follow on	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	
	Ensembles	There are currently no instrumental ensembles in school or only very occasional ensemble playing opportunities	
		Children learning some instruments have the chance to play in a school ensemble which rehearses regularly 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	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.
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 varying needs and ability. Pupils have opportunities to listen to and engage with music from different cultures, traditions and eras	
		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	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:

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	
		The school has strong partnerships with North Yorkshire Music Hub and Music Mark and/or other organisations with regular participation in local events, workshops	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.
	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	
		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	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.
		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.	
	Links with other schools	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.	Cayton School work with schools in the area to facilitate and engage with Scarborough Proms. Families are invited to attend the final performances.
			Cayton School collaborated with Esk Valley trust to share good practice between subject leaders. We work closely with secondary schools to highlight skills and talents of children.
Live music	There are currently no opportunities for children to experience and enjoy live music		
	There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians		
	All children have opportunity to experience live music over the course of the school year	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. CCCCC includes opportunities for children to experience live music throughout the year.	

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

Music action plan 2023-24

Priority	Evidence	Success Criteria	Responsibility	Milestones/ Time	Evaluation/ Impact	Cost Implications
Composition needs to be embedded across year groups through the CPD completed (8.11.23) by MT in staff meeting.	<p>Book/work scrutiny</p> <p>Teacher discussions</p> <p>Pupil voice</p>	Music taught consistently across the curriculum and year groups.	Class Teachers Music Lead	<p>8.11.23 CPD for all staff on composition and musical components.</p> <p>Observations and book scrutiny to be completed throughout the year.</p>		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.	<p>Books</p> <p>Lesson observations</p> <p>Pupil Voice</p>	Monitor through pupil voice sessions assessing evidence collected and children's knowledge.	Class Teachers Music Lead	<p>8.11.23 CPD for all staff on composition and musical components.</p> <p>Observations and book scrutiny to be completed throughout the year.</p> <p>Individual discussions with specific year groups.</p>		N/A
Knowledge organisers are starting to be used and now need to be embedded in the music curriculum.	<p>Books</p> <p>Lesson observations</p>	All units start with a knowledge organiser to explore vocabulary, concepts and learning prior to the teaching of the unit.	Class Teachers Music Lead	<p>MT to make all knowledge organisers termly ready for teachers to include in each unit.</p> <p>Teachers to ensure all KO stuck in books at the start of each unit.</p>		Release time for MT to create KO.

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: 25th January 2024