



Thornton in Craven Community
Primary and Nursery School
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Music Development Plan 2024-2025

Our vision for music

At Thornton in Craven Community Primary School, music is a way for children to express their emotions enjoyably and creatively. It plays an important role in personal development and at Thornton in Craven Community Primary School we aim to provide opportunities for all children to create, play, perform, listen, analyse and enjoy music across a wide range of periods, genres and styles. We are committed to ensuring children understand the value and importance of music in the wider community and aim to provide opportunities for children to use their musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.

The objectives of teaching music at Thornton in Craven Community Primary School are:

- Children are given the opportunity to perform, listen to, review and evaluate their own and others music across a range of periods, genres and styles.
- Children are given the opportunity to explore musical terms and notations.
- Children are given the opportunity to sing and use their voices to express themselves, create and compose music.
- Children are given the opportunity to learn a music instrument to enable them to create and compose music with these instruments.
- Children are given the opportunity to understand how music is created and produced.

Self-Assessment

Curriculum Music		
Timetabling	Not all classes receive a regular music lesson each week	Sarah Churcher (music teacher) teaches lessons each week to KS1 & 2.
	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)	
Curriculum design	Musical activity takes place in some or all classes but not necessarily tied to a formal school-wide curriculum	Provide further school performances and special music events.
	There is a whole school curriculum in place for music which covers all parts of the National Curriculum	Area of development – whole school progressions map to be created and embedded across the school.
	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	
Assessment	We have limited capacity and/or expertise for assessing musical progress	Key learning skills tracked on Insight – on track or not on track. Video/audio recordings also completed.
	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.	
Quality of teaching	It is uncertain whether all teachers are teaching music to a good standard each week	Continue to monitor throughout the year. New music teacher in school to be monitored and assessed including pupil voice.
	Music teaching is generally of a good standard, but there is still a need for further CPD and support in some areas	
	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	Singing is part of everyday learning in Nursery & Reception as part of provision.
	Music is regularly planned into EYFS timetables and is generally of a good standard though some CPD and support may still be beneficial	
	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.	

Whole class instrumental provision		
Whole class	No whole class instrumental provision is currently in place	Consider opportunities to offer more whole class instrumental provision. New music teacher in school to be monitored and assessed including pupil voice.
	Children learn to play an instrument as part of whole class learning during their time in school	
	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.	
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.	
School / KS / Year group singing	Children only occasionally sing together as part of a larger group, maybe tied to performances or calendar events.	Continue to embed singing in assemblies and services as well as performances within the school calendar.
	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.	
Choirs	There are currently no school choirs taking place regularly.	School choir being established this year as an additional activity after school. Taught by Sarah Churcher. Opportunities to take part in wider community events.
	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	
Instrumental and vocal lessons		
Tuition	There are limited or no opportunities for children to learn to play an instrument in school	Area for development as the teaching by Sarah Churcher develops. Percussion and recorders currently available. Resourcing opportunities of tuned and untuned instruments.
	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	
	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	
Whole class follow on	There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	Look into opportunities to

	There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished.	continue instrument teaching.
	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	Look into further opportunities. Restricted by size of school and available music teachers.
	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 are signposted as appropriate.	
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	Support provided for families should they require it if PP funded child. Range of opportunities in planning to experience music from different cultures, traditions and eras.
	School finds other ways to support children from low income backgrounds to learn an instrument. Use of pupil premium funding to support families in accessing peripatetic music lessons. 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.	
	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	
Wider involvement		
Hub participation	The school generally don't engage much with the NYC music hub or other partner organisations in music.	Book live music events
	There is some level of engagement with NYC with occasional participation in local events	
	The school has strong partnerships with NYC and/or other organisations with regular participation in local events, workshops.	
CPD	There is little capacity within school for the music lead or other staff to engage with music CPD.	Limited availability in NYC for music CPD. Teachers present in lessons with new music teacher to experience and learn from teaching.
	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	

Links with other schools	There are currently no musical links with other schools	Explore links with other schools and organisations.
	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.	
	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.	
Live music	There are currently no opportunities for children to experience and enjoy live music.	Book live music events – Young Voices and more local events.
	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.	

Development Plan

MUSIC DEVELOPMENT PLAN

Overall objectives

At Thornton in Craven Community Primary School, music is a way for children to express their emotions enjoyably and creatively. It plays an important role in personal development and at Thornton in Craven Community Primary School we aim to provide opportunities for all children to create, play, perform, listen, analyse and enjoy music across a wide range of periods, genres and styles. We are committed to ensuring children understand the value and importance of music in the wider community and aim to provide opportunities for children to use their musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.

Key components

Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND Teachers deliver music following the TiC programme, designed specifically for the teaching of music in primary schools. Lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. Lessons meet all components of the National Curriculum, including musical technology units. Teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning.

Classroom instrumental teaching

The children benefit from an external music teacher visiting school weekly, offering whole class teaching for children in Year 3,4,5 and 6.

Throughout their primary music curriculum journey, children will learn how to play Glockenspiels and Boomwhackers, within our music scheme. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation.

Links with external music organisations

We have links with Skipton Music Hub, who offer music teaching and support with our musical offering throughout school. Each week, an external music teacher visits school and teaches children how to play an instrument or sing.

Music CPD

Music leads have many CPD opportunities through the year and are able to use staff meeting time to offer teaching staff further CPD.

Performance opportunities

We work with Skipton Music Hub and any other external opportunities to take up offers of live music and extra-curricular activities throughout the year.

We offer a school choir and perform throughout the year.

Communications

Using the school's Facebook and newsletters, we will inform parents of musical opportunities throughout the school year.

Budget, materials and staffing

- Our school has a music lead (Miss Suzie Brown) and Sarah Churcher who teaches music.

