

# Music Development Plan Summary: Sharow CE Primary School

## Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Lauren Copperthwaite
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	North Yorkshire Music Hub
Name of other music education organisation(s) (if partnership in place)	N/A

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.

Our school Music curriculum is informed by the [Model Music Curriculum](#) (March 2021), which recommends 1 hour weekly for children in Key Stages 1 and 2. Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). 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 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The Music curriculum at Sharow CE Primary School is taught through the Kapow scheme of work, which is in line with the National Curriculum and the Model Music Curriculum. Every year group has weekly or biweekly lessons over a 5 to 6 week unit. The Kapow Music scheme of work ensures that students sing, listen, play, perform, compose, improvise and evaluate. This is embedded in classroom activities as well as focused singing Collective Worships, special services such as Harvest Festival, Christmas and Easter, various concerts and performances, the learning of instruments, and participation in extra-curricular activities. The elements of music (also called the *interrelated dimensions of music*) are woven through the Kapow curriculum.

In the classroom, students learn how to play various un-tuned and tuned percussion instruments and as a class learn how to play the glockenspiel as their 'expert instrument', following the relevant units in Kapow. Pupils learn the principles of creating notes, reading and writing basic musical notation, and devising their own scores. They also explore composition across different musical dimensions, deepening their understanding when listening to, performing, or analysing music. The curriculum includes composing and performing with body percussion, vocal sounds, and technology, helping students grasp musical elements without the added complexity of instruments.

Whilst we deliver many of our foundation subjects as a blocked curriculum, we follow the advice of the Ofsted Music Subject Research Review (2021), which states that Music should be taught regularly, not on a carousel; therefore, Music is delivered weekly at Sharow CE Primary School.

Although we follow the Kapow Scheme of Learning to deliver our Music curriculum, we use formative assessment both throughout and between lessons to make adaptations for our class or individual pupils where necessary. This is supported by planning and assessment documentation, and we use the Kapow progression documents to support our planning and termly assessments.

We teach Music in EYFS as an integral part of the work covered during the year and as part of the specific area, Expressive Arts: Being imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to children's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

The DfE's Model Music Curriculum 2021 states that, 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term.' We deliver at least one unit each year from Kapow which allows pupils to gain 'expertise' in playing the glockenspiel through whole-class

ensemble teaching, and children learn to value their voice as an instrument which must be practiced regularly in order to fortify and refine it. The glockenspiel has been chosen to ensure inclusivity for all children in our school.

We understand that there are children with a wide range of different musical abilities in each class, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child without compromising on expectation; we always aim for every pupil to meet the same learning objective. We achieve this in a variety of different ways:

- Setting open-ended tasks which could have a variety of responses
- Setting tasks of increased difficulty which deepen understanding and broaden application of a skill
- Grouping children in different ways to provide opportunities for leadership and teamwork as well as opportunities to teach and learn from one another
- Providing different resources
- Providing adult support to work with individuals or small groups

We strive to remove barriers to learning for pupils with SEND. We take a positive and proactive approach to ensure that children with SEND are able to express themselves and take an active part in lessons, and we hold the same aspirations for them as we do every other pupil. Strategies and support vary according to the individual needs of each pupil and are informed by teachers' knowledge of the child, personalised strategies planned in their SEND documentation and advice from external agencies. Explicit instruction and scaffolding are examples of more broadly-applied strategies that help to enable all pupils to achieve and succeed in Music.

In addition to teaching the curriculum, we aim to provide a range of other musical opportunities and make sure that families know where to find out about activities that happen outside of school in our local community through our newsletter and visitors to school such as Ripon City Band.

Our long-term vision for Music is that all pupils access high-quality weekly music lessons and can progress their learning by taking up an instrument or joining a musical group. All pupils will have the opportunity to regularly experience the joy of live performance in and outside of school, and pupils will have planned opportunities to use technology to create music.

Each class has a range of percussion instruments available in class. There is also a central store of: • Djembe drums • Glockenspiels • Recorders • Ukuleles • Keyboard • Music stands • Songbooks and Christmas Production packs • Sing Up resources

We have access to support from the North Yorkshire Music Hub, where we are able to seek advice on subjects such as curriculum development and resourcing.

## 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.

At Sharow CE Primary School, we offer a variety of opportunities for traditional music tuition from peripatetic specialists; currently this includes brass, guitar, piano and strings. Pupils are supported in working towards qualifications in their instrument of choice.

Since April 2025, we have also welcomed Rock Steady into our school to deliver music tuition. Participating pupils are assembled into bands and can choose to learn drums, electric guitars, bass or keyboards; or they can decide to be vocalists. Bands perform at termly Rock Concerts held for the rest of the school and for parents, and pupils earn a Grade 2 qualification. For some children who have never previously engaged with instrument learning outside lesson time, this has ignited interest and we currently have six bands.

All Pupil Premium Grant pupils are invited to take up the offer of music tuition free of charge; we have good uptake on this. We have an array of instruments to lend to pupils free of charge, and we have strong links with Ripon City Band, which also has instruments to lend and has a training band for new learners to join.

Biennially, we participate in *Kids Aloud*, which gives our children, along with others from local schools, the exciting opportunity to be part of a creative process through from beginning to end, culminating in a performance on stage and raising money for charities in the process. To further enrich our musical roots, we are also signed up to join the next *Gabrieli Roar*: a biennial Christmas choral project at York Minster.

## 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.

In addition to weekly planned time for Music, children also enjoy additional musical experiences which occur during the school year and contribute to the overall planning and time allocation for Music.

Wherever possible, we seize opportunities to further enrich our musical offering at Sharow CE Primary school. Since Autumn Term 2024, we have welcomed an opera singer into school from the Primary Robins project, courtesy of Pimlico Opera. Our specialist spends 30 minutes each week with classes across KS1 and KS2. Each term the 'Robins' have a new, specially prepared songbook of around 10 songs. Songs are an engaging mix of traditional and musical theatre tunes, and the songbook includes

musical notation to support pupils' development in reading written music. Each term, we hold a Primary Robins concert for parents to showcase our singing.

Across all key phases, children have a range of opportunities to experience live musical performances, such as a theatre production in London for the biennial Year 5/6 residential, and to take part in musical performances, such as Nativities, our LKS2 Easter performance, UKS2 Summer Performance and Class Project performances.

Music is also experienced at Sharow CE Primary School through a range of activities in other subjects such as History, PE and RE to enable children to experience music and apply their knowledge and musicality to other contexts.

Furthermore, it is incorporated into a variety of activities and events in school such as weekly whole-school singing and special celebrations. To broaden pupils' musical experience, we use our services for key celebrations in the year such as Christmas to explore traditional songs from other cultures and sign language.

We have weekly Singing Practice assemblies. Pupils across Key Stage 1 and 2 engage all together in a range of fun and engaging, research-based warm-ups to prepare their voices and their bodies for singing. They learn good singing habits, learn how to sing well in a group (lovely and loud; loud but lovely!), join in harmonies, take part in 'rounds, 'call and response' and other musical structures, reinforce terminology that they are learning in music lessons, and watch a video of musical interest to inspire them to explore and engage with music in creative ways like others are.

Our overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in our 'Music of the Week'. Each week in Singing Practice, a focus piece is played. The pieces chosen are carefully selected to expose pupils to a broad variety of musical compositions.

As in all aspects of our school world, we promote inclusion, and our pupils have opportunities to meet inspiring individuals such as Bart Gee who showed our children that 'difficult' means 'possible!' when he demonstrated his talent on the piano, having defied the messages he received growing up about what he would and would not be able to achieve due to his condition of Arthrogyrosis.

We embrace opportunities to discuss current affairs relating to music, such as the recent 'What impact can music have on our lives?' which led to pupils discussing the sacred Sikh music of Kirtan and the importance of promoting and preserving the musical traditions of all cultures in order for diversity to flourish.

We offer music tuition through school, promoting uptake of musical instruments by inviting guests such as local bands and peripatetic teachers, and have offered clubs including choir, which drew on the talent and specialist skills of a volunteer. Parents and carers actively support music making through support at events.

As part of our development ambition to increase and broaden opportunities to experience live music, our pupils recently enjoyed an interactive performance from

singer Nicola Mills, who worked hard in adverse circumstances to pursue success in the world of opera.

Our class names in school throw a spotlight on composers on a rotational basis. When Music is the focus, class teachers choose a key or inspirational composer or musician, and the class learns about them before sharing their learning with the rest of the school.

## In the future

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

Moving forwards, we hope to improve our Music offer further by:

- Fundraising (longer-term) for devices so that they pupils can make use of more online applications to support their music education
- Developing links with local secondary schools
- Increasing the number of children who have lessons with North Yorkshire Music service so that capacity for an 'in school' ensemble increases
- Planning more opportunities for live music experiences and trips
- Participate in the next rounds of *Kids Aloud* and *Gabrieli Roar*
- Consider cross-curricular opportunities, such as RE-Music links, e.g. experiencing Hindu music live at a Mandir.

## Further information

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.