Music development plan summary: Federation of Snape Community & Thornton Watlass CE Primary Schools

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Hanna Whitford
Name of local music hub	North Yorkshire Council Music Hub

This is a summary of how our school delivers music education to all our children 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 children's 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.

At the Federation of Snape Community & Thornton Watlass CE (STW) Primary Schools our music curriculum aims to increase children's self-confidence, creativity and sense of achievement through the love of music. It enables every child to take part, succeed and, most importantly, enjoy being a musician.

Our music intent is to offer our children the chance to develop their individual musical interests, talents and skills. Our aim is that children celebrate an enjoyment of music and go on to value a real love for music through listening to, singing, playing, evaluating, analysing and composing across a wide variety of musical genres. We want our children to possess the musical knowledge to confidently and creatively express their thoughts and feelings.

Our intent is also to encourage children, through opportunities, to value the importance of music locally, nationally and globally, possessing an awareness of its impact; and how it can represent culture and social aspects of the diverse world in which we live.

Our Music Curriculum is founded on the Kapow Primary scheme of work, which follows the guidance from the Model Music Curriculum. The schemes of work from Kapow, written by subject specialists, have been evaluated and adapted to provide a comprehensive, motivating and progressive model. The curriculum has 5 strands that run throughout; balanced opportunities are provided regularly across lessons. These are:

- Performing
- Listening
- Composing
- The history of music
- Inter-related dimensions of music

Our curriculum is ambitious for all children, including those children with SEND. The Music Curriculum Lead, teachers and teaching assistants have high expectations of what SEND children can achieve in Music, and the curriculum is not diluted or unnecessarily reduced for SEND children. Every child is different and we recognise that what works for each child varies. Children's individual needs are considered and adaptations are planned and implemented, remaining ambitious for all.

The curriculum is designed to ensure that learning is sequenced so that prior learning feeds into new learning. Focused knowledge organisers identify prior and new knowledge and key vocabulary. These are referred to routinely through our approach to retrieval practice. 'Sticky knowledge' checks are incorporated into the start of a lesson and include expected knowledge from the current and previous topic, as well as from the previous academic year. 'Four weekly knowledge checks' support formative assessment judgements, tracking the progress made and highlighting any key knowledge gaps which need to addressed.

In EYFS, Music is taught and experienced through holistic practices: hearing and listening, singing and dancing, exploring and playing instruments available through continuous and enhanced provision. From Year 1 to Year 6, discreet weekly music sessions are taught. Kapow videos offer support for teaching staff delivering the lessons; these include Music experts instructing and explaining.

In addition, through our partnership with North Yorkshire Council Music Service, children can access further instrumental lessons, enhancing their musical experiences.

Part B: Extra-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 the Federation of STW, we are committed to providing rich and diverse musical education that extends beyond the core curriculum. Our extra-curricular music programme is designed to provide our children with a range of opportunities to sing and play music, fostering a lifelong love for the subject and enabling them to make significant progress in their journey.

Through the North Yorkshire Council music service, opportunities are available for children to learn how to play tuned instruments. Currently, we have children taking piano and guitar lessons. Pupil Premium funding is used to provide this opportunity for disadvantaged pupils as appropriate.

We have involvement with the Ripon Choir. The chorister visits school annually and provides the opportunity for children to audition for the choir. A Year 6 child performed with the choir as a result of this opportunity.

At Thornton Watlass we have an established choir, and with the help of the community we recently attended the Wensleydale tournament of songs where we competed against other schools. We continue to explore further opportunities to perform.

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.

Singing in Assemblies and at Church Events:
Children are provided with the opportunity to learn new songs and sing together in our daily Collective Worship and in their weekly singing assembly. This collective experience builds a sense of community and shared joy for singing.
In addition, there are opportunities for termly singing and performing at the local church for events including Christingle, Easter, etc.

Performance Opportunities:
A wealth of opportunities are given across the age ranges for children to learn new songs, rehearse and perform to audiences. These include singing collectively in large

groups, within small groups and, for some children, solo. Events include nativities and musical plays.
Within performances, where appropriate, opportunities are given for children to accompany the singing by playing a tuned instrument, i.e. the piano in Harvest Festival, or percussion instruments as an accompaniment.
Photos and videos are sometimes shared via Seesaw with parents and via Facebook reaching a wider audience.
We annually take part in local singing competitions, such as Wensleydale tournament of song- whereby we were awarded the Presidents plate in March 25.

Musical Shows/ Performances:
Every year, all children have the opportunity to visit a local theatre to watch a pantomime. In Year 5/6 children also have the opportunity to go to see a West End show in London (bgi-annually). In June 2024, they saw The Lion King.
In addition, we are proactive in organising visits from inspiring musicians. A young inspiring musician came into school and talked to the children about how he had developed and used his musical talents to inspire others, and to support mental health.
We also held a Music enrichment day across our collaboration of schools; a range of music specialists were invited in and included a vocalist, a rock band and African drumming.
We will be joining the Young voices choir of 2026, where the children are given the opportunity to be part of the world's largest children's choir and concert.

In the future

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

At STW, we are dedicated to continuously enhancing our music education provision to ensure that it meets the highest standards and provides enriching experiences for all of our children. In the coming years, we plan to implement several key improvements in curriculum music, extra-curricular music, and musical experiences to further develop our students' musical abilities and appreciation.

Professional Development for Teaching Staff:

- We will ensure that regular, carefully planned CPD sessions focus upon identifying needs raised through monitoring and staff feedback. These sessions will cover various aspects of music education, including new teaching strategies, assessment techniques and use of technology in music. Enhancing teachers' and teaching support staff skills and confidence in delivering music education will support more effective teaching and better student outcomes.
- Source and contract music specialists for blocks to teach music, sharing knowledge, skills and expertise with teaching staff with the aim of upskilling them.

Monitor, review and adapt the Kapow music curriculum:

- Continue to adapt the use of our Kapow scheme to meet the needs of our children.
- Continue to ensure that assessment data is rigorously monitored and moderated and used to address gaps in children's learning, ensuring that no child is left behind.
- Continue to develop portfolios of evidence of the impact of music teaching, learning and experiences.

Continue to introduce a wider range of new instruments:

- Audit current range of instruments, identifying gaps and source from a wider range of instrument families (including from a wide range of cultures).

Increase the music profile to encourage engagement beyond the classroom:

- This will involve more promotion of opportunities available to parents via the website, Facebook, Instagram and email.
- Continue to establish our termly music assembly where each class performs a song or piece of music related to their learning, performing to parents or a wider audience.

Engagement with music organisations and increase opportunities outside of school:

- Continue to establish further links with the Music organisations.
- Continue to explore opportunities for children to engage, learn and perform collaboratively with other local schools.
- Explore further opportunities for children to perform outside of school, within the local community, i.e. care homes, village fetes.

Widen children's experiences of diversity and culture through music:

- Plan and organise another collaboration day, inviting in musicians from different cultures (these days will be annual).
- Organise a block of drumming sessions (using a drumming teacher previously used in school). The style/ origin of drumming will be different for each mixed aged class, and will cumulate in a performance to an audience.