

Music development plan summary: East Rainton Primary School

All schools should have a music development plan from academic year 2024-25. Schools are expected to publish a summary of their plan on their website from academic year 2025-26.

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	Autumn 2025- Summer 2026
Date this summary was published	17 th July 2025
Date this summary will be reviewed	17 th July 2026
Name of the school music lead	Margaret Curry
Name of school leadership team member with responsibility for music (if different)	Sara Toole – Head Teacher
Name of local music hub	Sunderland 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.

Curriculum – At East Rainton Primary, we use the Kapow Primary Music Scheme across the school. We use the condensed version as we deliver music one unit each other half-term.

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 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

We explore music through the inter-related dimensions of music: performing, listening, composing and the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Kapow Primary's Music Scheme has been designed as a spiral curriculum with the following principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose music.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Kapow Scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit every other half-term. Music is taught as a discrete lesson usually lasting 40-60 mins.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

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

Each unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically.

Kapow provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing

their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons, children are given the opportunity to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.

The children are given opportunities to apply their skills and given a chance for collaboration through composition.

Lesson Delivery – Within each music session there will be the following elements:

1. A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work.
2. A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks as well as giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

Kapow's Primary Music spiral curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing more simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic 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 a child'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.

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

Model Music Curriculum - 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. Opportunities for development should continue beyond the mandatory term.' From September 2024, as every year, we will be using a peripetetic music teacher to deliver weekly recorder lessons to our Year 3 class. He will also deliver weekly chalumeau lessons to our Year 4 class.

Weekly music will be given to children to practise in their own time before the next lesson.

Planning - Our medium term plans show which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals for both prime and specific areas in EYFS. The medium term plans also detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, Key Stage 1 and Key Stage 2. Individual lesson plans include guidance on differentiation to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence. Kapow Primary Music scheme provides teachers videos to support the progression of skills in music and helps provide quality first teaching.

Adaptation - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

SEND - We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.

Assessments are used diagnostically by teachers to evaluate learning and inform further teaching. Children who do not meet any learning objectives are noted via half-termly assessment and the child is given the opportunity to repeat the skills related to the lesson, this is then repeated in further lessons/year groups as is it shared with other members of staff.

At the end of the each half term, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report. Formative assessments are recorded on our foundation subject assessment trackers.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Resources - We have instruments in school. There is a central store of:

- Tuned and untuned percussion instruments
- selections of instruments from other cultures
- xylophones & glockenspiels
- two keyboards & a piano
- Songbooks and Christmas Production packs
- CDs
- music stands
- recorders
- chalumeaus
- clarinets
- violins
- trumpets, cornet and tenor horns
- drums
- Sing Up resources

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as instruments and for composition.

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.

The school offers weekly peripatetic instrument lessons. Years 2-6 have violin lessons and KS2 have brass lessons (trumpet, cornet and tenor horn). They also have clarinet lessons in Year 5 and 6 for those who have enjoyed playing the recorder and chalumeau.

These lessons are subsidied for the parents/guardians of the children and they are initially offered on a trial basis to check that the children are enjoying them. These children are given the opportunity to perform termly infront of their parents/adults and the rest of the school which highlights their progression with the instrument(s) they play.

The school has a well-established choir which meets on Tuesdays after school. The choir perform in various settings across the year including singing festivals as part of the Sunderland Music Hub, local church celebrations and termly school music assemblies.

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.

Each week all the children from Reception to Year 6 take part in a singing assembly on Wednesdays. They learn new seasonal songs and skills across the year in order to develop their singng skills and increase exposure to different genres of music. They practise these songs in other whole school assemblies on Mondays and our celebration assembly on Fridays.

All children who play an instrument or who sing are asked to take part in termly music assmeblies where parents/guardians are invited to listen to their children in a musical performance.

Each year, the whole school takes part in various special assmeblies to mark different times of the year i.e. harvest, remembrance. Children learn occasion-specific songs to sing in these assmeblies and are often accompanied by some of our musicians.

At Christmas, East Rainton Primary has a musical production for KS2 and a separate production for EYFS/KS1. Parents/gusrdians are invited to the productions. This gives the children the opportunity to perform in front of others and learn new songs and drama skills as well as the experience of being part of a full musical production.

Every year, the whole school attends a professional pantomime at a local theatre in Durham.

On a yearly basis, we have a musical workshop company who comes and delivers a musical to all the children and then works with individual classes. We also have a live rock band who vists the school before the Christmas holidays to perform to the children.

In the future

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

We value the importance of quality first teaching and recognise the need for teachers to have a strong subject knowledge in music. Ongoing CPD is provided to teachers in the form of teacher videos for each music unit throughout the scheme. Full staff CPD meetings will take place throughout the academic year 2025-2026. Teachers of classes who receive whole class instrumental tuition will take part in the music lessons and develop their subject knowledge through learning a musical instrument alongside the class. Over the next academic year we aim to:

- Continue to offer music to a greater numbers of pupil premium children who would like to take up instrument tuition across Years 2-6.
- Continue to offer music to a greater numbers of SEND children who would like to take up instrument tuition across Years 2-6 and make adaptations where needed.
- To continue to expose the children to a range of cultural and historic music so that they are aware of key musicians and historical events that influenced music.
- Continue to deliver taster days to Years 2-6 groups to try different instruments.
- Further develop our singing assemblies and whole school songs/assemblies i.e. remembrance and religious/faith festivals across a range of faiths.
- Work with EYFS lead to explore a range of resources suitable for Nursery and Reception children.
- Offer CPD for members of staff in the teaching of music both individually and as a staff team.
- Provide as many opportunities as possible for our children to experience music outside of the classroom e.g. musicals, plays and concerts, if revenue streams of funding can be accessed.
- We currently have a great proportion of our children who take part in music tuition apart from whole school events. This is something we are proud of as a school and would like to continue. See table.

Academic Year 2024-2025

Instrument	Number	Year group
Violins	15	2-6 (3 x Y6)
Brass	9	3-6 (2 x Y6)
Clarinet	4	4-5
Recorder	10	Year 3
Chalumeau	12	Year 4
Total	50	

*Some children play more than one instrument.