

Music Development Plan

[Thomas Bewick CoE Primary School] | 2024/25

<i>Academic year this summary covers</i>	<i>2024/2025</i>
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<i>Name of Local Music Hub</i>	<i>Music Partnership North: Northumberland</i>

Links:

[National Curriculum for Music Education](#)

[Model Music Curriculum](#)

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Local Plan for Music Education](#) (Music Partnership North: Northumberland)

Trust Music Development Plan - not yet complete

[EYFS Music Curriculum NCEA](#)

[EYFS Core Songs & Rhymes](#)

[NCEA Music Curriculum Planning Document](#)

[NCEA Music Intent](#)

[NCEA Singing Strategy](#)

[NCEA Composition Strategy](#)

[NCEA Listening Strategy](#)

Music at Thomas Bewick CoE Primary School

Curriculum Music

Area	What happens now	What we would like to see
Overview	<p>Our EYFS Music Curriculum is based on Development Matters and has been devised to progress from our 2 year old provision through to Nursery and Reception and linked to the KS 1 curriculum and beyond to ensure meaningful musical progression. (Please see our EY Music Curriculum plan)</p> <p>In EYFS, our pupils take part in action songs and rhymes that are sung daily, taken initially from our ‘core’ songs & rhyme bank.</p> <p>They explore musical instruments and how to make sounds in different ways.</p> <p>They listen and move to different genres of music and are encouraged to express their feelings as well as making their own music, dancing and singing.</p> <p>Music is delivered with a ‘little and often’ approach and very much used to enhance the learning of all areas of the curriculum</p> <p>KS1 / 2 - We follow the National Curriculum for Music Education. Music is also delivered with a ‘little and often’ approach, equalling approximately 1 hour per week.</p> <p>Our classroom staff teach Curriculum Music Lessons which tie in to our lines of enquiry and have been specifically planned by our Head of Primary Music to support non specialists in delivering the musical skills and knowledge as set out in the Model Music Curriculum. Children sing, perform, appreciate, listen and compose during musical activities which tie in to our lines of enquiry and are fully planned and resourced for our staff.</p> <p>There are also stand alone music lessons throughout the year to be delivered by the classroom teacher, which tie in to events such as World Music Day, Black History Month, International Women’s Day and Pride.</p>	<p>Staff using the word ‘pulse’ instead of ‘beat’</p> <p>Staff using the ‘core’ EYFS songs & rhymes before exploring other material</p> <p>Staff to develop their outdoor music areas</p> <p>Staff to use the newly created EYFS Music Planning Ideas document to share good practise and ideas</p> <p>Further training for year group specific staff to grow confidence with practical music making, especially composition</p> <p>Listening: Further ‘listening’ to music during transitional periods</p> <p>Singing: That more staff use language relating to posture / breathing when singing during non music lessons.</p>

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	<p>We have curriculum projects that are led by our Head of Primary Music which focus on practical sessions and draw upon her multi instrumental expertise.</p> <p>This year, however, we will pause these projects to allow the Head of Primary Music to assist non-specialist teachers with their delivery of their own curriculum music lessons via team teaching and coaching to aid their continuous professional development.</p> <p>See our Music Curriculum Planning Document for further information.</p>	<p>Head of Primary Music to support classroom teachers in their own understanding of the music curriculum as well as their delivery of it</p>
<p>Whole Class Instrumental Tuition</p>	<p>In Years 3, 4 & 5 our pupils receive whole class instrumental tuition through our 'Instrument Karate' schemes of work. Pupils can choose to continue learning in small groups in year 6. This project aims to ensure that pupils from all backgrounds get the opportunity to learn an instrument and make meaningful progress over time.</p> <p>Who takes part - Year 3: Recorder. Year 4/5 Nuvo Clarineo</p> <p>Length of experience - Pupils have previously completed 'Recorder Karate' for one term in year 3 with our Head of Primary Music. This project introduces students to musical notation and basic classroom behaviour expectations of whole class learning including performance etiquette. This year, the year 3 class teacher will deliver frequent, short recorder lessons over the course of the year.</p> <p>'Clarinet Karate' begins as comprehensive whole-class instruction in Year 4, continuing through the end of Year 5. In Year 5, however, students are divided into ability-based groups for two half-hour sessions, with a second staff member assisting in the other half of the lesson through theory workbooks. This approach allows pupils to achieve significant progress on a single instrument while simultaneously mastering music theory, maintaining the same instrument over the course of two years.</p> <p>Who leads it - Year 4 & 5 whole class lessons are delivered by a self employed music tutor, Mrs Henderson, with additional support from teaching staff. Year 3 recorder lessons will be delivered by Mrs Lightley, our year 3 teacher. Mrs Lightley enjoys playing instruments outside of school and is a very capable musician and is keen to share this with her students.</p>	<p>Digital resources are available for pupils to use to practise at home but we need to develop a better way to share these with our pupils</p>

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	<p>How instruments are provided / managed - in year 3 pupils are given a coloured recorder of their choice which they are able to purchase off the school if they wish. This gives pupils ownership and a sense of excitement about the project.</p> <p>In Year 4, each child is assigned an instrument to keep until the end of Year 5, and they are encouraged to care for it responsibly. Our Head of Primary Music oversees the instrument inventory, allowing students to bring their instruments home with a small refundable deposit. To support students from low-income households, a special agreement can be arranged with parents or carers, ensuring they can practise at home while committing to maintaining the instrument. Parents and carers may request a deposit refund at any time or opt to donate it to our school fund, which will then be used to acquire additional music resources.</p> <p>Where possible, we try to help families purchase their child their own, affordable instrument. This could be the one they are learning on, a second hand instrument from our stores, or a new instrument from a music shop. We try to make this easy and affordable with the schools Rent to Buy Instrument Scheme which spreads the cost over 10 months with no interest to pay. If a deposit has already been paid, this will be taken off the total cost. This scheme enables us to replenish our whole class stock with new instruments.</p> <p>How it is budgeted and paid for - Our instruments have almost exclusively been purchased over the years using funds from a variety of external sources such as the Universal Music UK Sound Foundation and the Endowment Fund. We also have several clarinets on long term loan from another school within our Trust.</p> <p>Funding for the whole class and small group lessons comes out of the school budget.</p> <p>During musical performances and events we always have a raffle, refreshments or other means of fundraising which enables us to purchase miscellaneous items as required. We request that pupils make a donation towards the cost of books and reeds etc if they are having lessons in small groups however it is made clear that this should not be a barrier for pupils from low income households receiving lessons.</p> <p>Continuation options - Mrs Henderson, a self-employed music tutor, teaches year six students in small groups. These pupils have opted to continue developing their instrumental skills after whole-class lessons, with the goal of completing an in-</p>	

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	<p>house Grade 1 assessment at the end of the academic year. This assessment follows the standards of an ABRSM exam and is moderated by the Director of Creative Arts at Dukes Secondary School to facilitate a smoother transition.</p>	
<p>CoCurricular / Cultural Capital Music Experiences</p>	<p>EYFS</p> <ul style="list-style-type: none"> - Early Years Music Workshops - New for this year, delivered by staff from The Glasshouse ICM <p>KS1</p> <ul style="list-style-type: none"> - Year 2 - Theatre Visit - New for this year Cinderella @ Blyth Phoenix Theatre <p>LKS2</p> <ul style="list-style-type: none"> - Year 3 - Miners Picnic Vocal and artistic workshops culminating in a whole Trust Miners Picnic celebration - Year 3 - Country Dancing New for this year: Performing traditional dances with a live band <p>UKS2</p> <ul style="list-style-type: none"> - Year 6 - Touring Production - 'Dragon' Innovative puppetry theatre featuring a blend of digital animation and live puppetry. (Unable to attend 2024 showing) - Year 6 - World Music Sessions Using our specialist Gamelan Room at the Robert Stephenson building and Steel Pan set. <p>Mrs Henderson offers 1-2-1 piano tuition at Thomas Bewick. These are 20 minute private lessons, costing £10 each. There are 30 over the course of the year, to be paid by parents / carers a term in advance. Demand for this extra service varies year on year.</p>	<p>Early Years Music Workshops</p> <p>Theatre Visit</p> <p>Country Dancing live band</p>
<p>Extra Curricular Music</p>	<p>At Thomas Bewick Primary School, we have a wide range of Extra Curricular Music Groups available for our pupils to join both at lunch times and after school. These are ran by either school staff, or self employed music tutors..</p> <p>Wednesdays 12:30 - 1pm - Cosmic Clarinets Years 3-6 with Mrs Henderson. (For all recorder, clarineo & clarinet pupils)</p> <p>Wednesdays 2pm - 2.45pm - Choir Years 3 - 6 with Mrs Henderson</p> <p>Outcomes (impact), including continuation rate The uptake for these clubs vary year on year, and there is normally a drop off after the first few weeks in September if</p>	<p>Improved parent engagement with commitment for after school clubs, as sometimes parents do not encourage their children to continue attending a club until the end of the period.</p> <p>Children's resilience to improve with</p>

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	<p>pupils decide it's not something they would like to continue with. From this point the clubs generally have the same 'core' group of pupils attending and are encouraged to continue for the full term so that they can take part in an end of term performance.</p> <p>We offer VIP Golden Tickets to join extra curricular groups to those who show a particular talent and children recognise that these are very special invitations.</p> <p>Our extra curricular groups have performance opportunities each term and recordings are regularly posted on to www.soundcloud.com so that parents / carers can listen at home.</p> <p>We have other after school clubs which promote the love of music over the year. These include: Dance club Musical Theatre Disney Dance</p> <p>Autumn Term Choir - Care Home Carols & Playground Performance</p> <p>Spring Term Choir / Cosmic Clarinets + KS2 Instrumentalists - Annual Music Showcase</p> <p>Summer Term Choir - Proms in the Playgroup Performances</p>	<p>regards to commitment - i.e not quitting a group just before a performance</p>
<p>Singing</p>	<p>We are a Singing Ambassador school for Music Partnership North: Northumberland</p> <p>Children sing regularly with both our Singing Praises Leader, in assemblies and with their own teaching staff. Pupils should aim to sing their songs with good posture, tone and diction. Singing is encouraged in other lessons to help explore subject content in all areas of the curriculum.</p> <p>Our 'core' EYFS Songs & Rhymes and Singing Praises repertoire allows effective progression through the year groups. This was implemented in September 2023 and will enable students to learn a wide variety repertoire from various time periods and styles, eventually leading to confident part and harmony singing in larger groups.</p>	<p>We would like to see staff using language around projection and volume in order to ensure quieter, higher quality singing.</p> <p>Year 6 pupils to remain engaged with singing throughout the year as pupils can become reluctant</p>

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	<p>Those who take part in Choir also have the opportunity to sing in concerts alongside groups such as Rock Choir, Choir by the Sea and the Ashington Music Society.</p> <p>Pupils hear recordings of singers regularly as part of our set Listening pieces, and listen to staff model singing when in class / assemblies. As the majority of our staff are female, students do not often hear live male singers.</p> <p>Pupils in years 1-6 can access a regular school extra curricular choir, as well as an NCEAT Primary Choir for selected events throughout the year.</p> <p><u>Singing Performance Opportunities</u></p> <p>Autumn Term Harvest Festival Christmas Church Services Christmas Production <i>Choir - Playground Performance / Care Home Carols</i></p> <p>Spring Term Easter Church Services <i>Choir - Thomas Bewick Primary School Music Showcase</i> <i>NCEA Trust Choir - Visiting Choir Concert Performance</i></p> <p>Summer Term <i>Choir - Proms in the Playground Performance</i></p> <p>+ 1 x class worship assemblies per year</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> ● 'Core' EYFS progression songs and rhymes ● 'Core' Singing Praises songs & hymns ● Out of the Ark – with 'Words on Screen' eSong books to support literacy ● Selected youtube / NCEA 'Words of Screen' videos ● Seasonal song lists with booklets to support literacy <p>We also have a Trust Staff Choir which meets approximately once every half term, lead by our Head of Primary Music. This group perform at events such as the Staff Christmas Service.</p>	<p>to sing towards the end of KS2</p> <p>Classroom staff should do more to encourage children to adopt the 'Superhero - Supersinger' pose to increase confidence, elevate self esteem & ensure good posture for singing</p> <p>We would like to introduce accompanying makaton videos for use in assemblies</p> <p>Singing Praise leaders working on whole school part singing</p>
Resources	<p>KS1&2 have an excellent instrument resource bank which staff are able to easily access if needed during music lessons, which includes a classroom set of mixed percussion instruments, a whole class set of glockenspiels as well as a piano, guitars and additional percussion instruments.</p>	<p>Staff access classroom percussion instruments and use correct beaters</p>

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	<p>All tuned instruments are colour coded using the colours of the rainbow, with C first being red. This supports the teaching of music to multiple instruments at once.</p> <p>Whole class tuition instruments are kept in storage boxes readily accessible. Other classroom percussion instruments are kept on a trolley in a central cupboard. During practical sessions, staff can utilise other break out rooms and free spaces to allow pupils to work in smaller groups. Children are encouraged to use their instrument from whole class / small group instrumental learning if appropriate to the task.</p> <p>We have recently created 'Active Music Listening' boxes, containing items such as scarves for use within music sessions.</p> <p>EYFS classrooms contain boxes of mixed percussion instruments as well as an outdoor music areas. This area contains instruments such as boomwhackers, dustbin lids and bells.</p>	<p>/ vocabulary when using them</p> <p>To update our classroom percussion boxes, ensuring a wide variety of instruments and relevant beaters.</p> <p>Music Composition boxes created to support composition within the classroom</p> <p>Keyboards placed in all EYFS areas alongside simple notation</p>
Technology	<p>There are class sets of Chromebooks, PC's and iPads in our school which can be booked and used when needed.</p> <p>At Thomas Bewick Primary school, we use 'Purple Mash' for Computing, and it is through this digital resource pupils can complete several composition tasks as a cross curricular activity.</p> <p>We also use websites such as the Dallas Symphony Orchestra Listening Guide and Youtube when needed to play examples for pupils where this is not possible to demonstrate live.</p> <p>Staff upload recordings to the 'Soundcloud' website, allowing pupils to showcase their work to a wider audience and encourage parent engagement. An award is presented each half term within Achievement Assembly to the group with the most amount of 'listens' in that time period. Staff can view and share online statistics with pupils re global location of listens, top plays, social shares. This opens conversations around online safety, geography etc.</p>	<p>More consistent uploads of performances from curriculum music lessons as well as instrumental lessons</p>
Opportunities to experience live music performance	<p>Pupils have the opportunity to listen to live music many times throughout their time in primary school. This is both within school and whilst on educational visits.</p> <p>Our excellent links with local groups such as the Salvation Army, Choir by the Sea, The Jayess Newbiggin Brass Band and</p>	

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	<p>The Band of The Royal Regiment of Fusiliers has enabled live music to play a prominent part at our school.</p> <p>In order to create small ensembles for performances we also draw on our strong links with musician parents, carers and our feeder secondary school. These performance opportunities are all free for pupils.</p> <p>Autumn Term</p> <ul style="list-style-type: none"> - Live Last Post performance in Remembrance Day Assembly - Christmas Lunch Band - Approx 10 musicians from the Community & Dukes perform Christmas arrangements whilst pupils enjoy their Christmas dinner. - Choir Performance - during their last rehearsal of the term, choir sing Christmas songs outside across hometime for the school community. <p>Spring Term</p> <ul style="list-style-type: none"> - Community Band - Inspiring performance as part of the Music Showcase <p>Summer Term</p> <ul style="list-style-type: none"> - Miners Picnic (Y3) - Dukes Wind Band to perform for Banner Parade, then Community Band to perform over lunch time - Proms in the Playground - Our extra curricular groups perform outside for the local community across hometime <p>Pupils also hear staff playing instruments such as piano in assemblies. Staff are encouraged to share their love of music with our pupils, especially if they are musicians themselves.</p> <p>We have recently developed a relationship with the new Yamaha School of Music in Blyth. They will be sending a team of tutors in for a whole school performance assembly at the start of this academic year 24/25 for free.</p> <p>Our use of school mini buses keeps transport costs to a minimum. Where possible we apply to grants to cover the costs of transport or use money generated from showcases etc to subsidise this. We rarely ask for parental contributions.</p>	<p>YSM offer Monday morning concerts. We would like to take our Y6 instrumental continuers to concerts planned featuring the instrument they are learning.</p>
Inclusion	<p>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.</p>	

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	<p>Nuvo Clarineos are light weight and easy to handle. Pupils are upgraded to a wooden clarinet in year 6.</p> <p>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.</p> <p>Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Key Words relevant to each stage of musical learning. Children who are showing a greater depth are also pushed further encouraged to join Cosmic Clarinets for further support.</p> <p>Assessments are used diagnostically by teachers to evaluate learning and inform teaching.</p> <p>Formative assessments are recorded on our foundation subject assessment trackers, whilst the 'belt' system is used for our Karate schemes of work.</p>	<p>Additional resources for our EYFS SEND children</p>

2024/2025 Focus Areas

Arrange to take Y6 instrumentalists to Yamaha Music School concerts Monday Mornings	
To update our classroom percussion box, ensuring a wide variety of instruments and relevant beaters.	Achieved September 2024 <i>Instruments sorted into a classroom musical instrument box. New wooden and soft rubber beaters purchased. All broken instruments are gone. Spare instruments given to EYFS classrooms. At least 3 of each instrument in the boxes. Also included information re types of beaters / instruments in each box.</i>
Staff to use the newly created EYFS Music Planning Ideas document to share good practise and ideas	
Singing Praise leaders working on whole school part singing	
Early Years Music Workshops	
Theatre Visit (Y2 - Pantomime)	
Country Dancing (Y3 PE cross curricular unit) performed with a live band	
Head of Primary Music to support classroom teachers in their own understanding of the music curriculum as well as their delivery of it	