

Music development plan summary: Escrick CE Primary School

All schools should have a music development plan from academic year 2023-24.

Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

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	2024-2025
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Sonia Curry
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	North Yorkshire
Name of other music education organisation(s) (if partnership in place)	

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.

As a school, we value music and the contributions this can make to the wider development of a child. We want our pupils to enjoy music and encourage them to develop a love of music.

The music scheme we use, Charanga, progressively introduces our children to music from all around the world, across the generations and teaches the children to respect and appreciate music of all traditions and customs. The history and cultural context of music is explored within music lessons and in cross-curricular learning, and discussed to develop the children's understanding and love of music.

Charanga allows the staff to deliver the music curriculum with confidence and increasing knowledge, without increasing workload. The scheme is comprehensive and progressive through the strands of performing, listening, composing as well as the elements of music, pitch, duration, dynamics, tempo, textures and timbre.

We have adapted the Charanga scheme to create a bespoke long-term plan for our school, where units are designed to fit the context of our classes. This ensures the learning of musical knowledge and skills is sequential from EYFS to Year 6, and National Curriculum aims are met. Within each unit, learning is based around a focus song. Music lessons then progressively draw out a range of music elements by creating opportunities for children to interact and explore these songs. Children will listen and analyse critically, sing, improvise, compose and perform, as well as gain understanding of the musical elements as building blocks within music.

Within the singing and performance aspects of each unit, children are taught how to sing fluently and expressively, play and tuned and untuned instruments, and use this learning to create their own improvisations and compositions on a range of instruments and using online music production tools. By following this clear sequence of learning in our spiral curriculum, the children are able to reinforce their previous learning, apply their musical skills to different genres and times, and improve their recall and knowledge every year.

In every class, the children have weekly hour-long lessons (or the equivalent over a half-term). Our teachers make relevant adjustments and allow for differentiation, to ensure that music is inclusive and accessible for all learners.

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.

Further enrichment and co-curricular music opportunities are provided in school, with the aim of developing children's passion for music. In Year 3, the children learn a brass instrument alongside a specialist music teacher for the entire academic year. This is funded by our school, and the children are then given the opportunity to perform during termly music ensembles open to the school community.

A team of specialised peripatetic teachers also deliver additional lessons in a growing number of instruments, including piano, guitar, voice, cello, violin, oboe and flute.

Again, these children have the chance to perform to parents and the rest of the school during ensemble assemblies.

A group of children have lessons from Rocksteady, where they have weekly lessons to learn electric guitar, bass guitar, drums, keyboard or singing, in four small bands.

There are two opportunities within the school year to perform to parents and share their learning.

Within the wider curriculum, our teachers are encouraged to use the resources within the Charanga scheme, to introduce the children to engaging songs that link to relevant curriculum areas, including History, Geography or PSHE. These are often enjoyed in our termly celebration assemblies, where classes share their work.

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 our Collective Worship assemblies, we follow a rotation of songs from the 'Sparkyard' collection, which link to our termly themes and values as a Church school.

Throughout the year, we embrace any additional local opportunities for the children to gain new musical experiences and perform. For example, sharing songs at tea rooms within our community, singing carols on the village green, and whole-school Christmas music ensembles.

In Key Stage 1, each class shares a Nativity Play including musical and drama performances. In Key Stage 2, the Year 3 class share their Christmas Music Ensemble for parents. We also hold a whole-school Christingle service with singing, and the Year 4/5/6 classes share a Christmas 'Lighting the Tree' event for parents, with festive prose, song and drama.

During the summer term, the Year 6 class rehearse and perform an end of year production, including drama and singing, which is shared within our school and to parents/carers on performance nights.

In the future

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

Our action plan for music includes:

- Improving the effectiveness of Charanga use in classes.
- Considering and implementing an effective assessment format for Music across school.
- Continue increasing extra-curricular music opportunities across school.

These targets will be reviewed annually by the Music subject lead.

Further information (optional)