



## Hunmanby Primary School Music Development Plan

| Detail   | Information     |
|--|-----------------|
| Academic year that this summary covers   | 2025 - 26       |
| Date this summary was published  | January 2025    |
| Date this summary will be reviewed   | January 2027    |
| Name of the school music lead  | John Rix        |
| Name of school leadership team member with responsibility for music (if different) | John Rix        |
| Name of local music hub  | North Yorkshire |
| Name of other music education organisation(s) (if partnership in place)            |                 |

### Part A: Curriculum music

At Hunmanby Primary School, the aim is to provide a holistic music education for all pupils, allowing them to experience a wide variety of musical styles and traditions, with opportunities to perform, compose, and listen to music. The overarching goal is to foster enjoyment and creativity through participation in musical activities.

The school employs a music specialist one morning per week to teach Years 1, 3, and 5 each term. During these sessions, the children learn to play drums/percussion, play as an ensemble, maintain time to beats and rhythms, and develop awareness of dynamics and their individual contributions.

All children learn and practice new songs once a week during singing assemblies, which last approximately 25 minutes. New songs are introduced according to the seasons and current celebrations.

Additionally, all classes follow the Charanga music scheme, an online platform used to develop musical skills and understanding. These sessions last approximately 45 minutes to 1 hour per week.

In the Early Years Foundation Stage (EYFS), children learn to sing in a group or individually and explore and engage in music-making and dance activities based on the current theme. Reception pupils also follow the Charanga scheme, which is delivered through both focused and ongoing provision throughout the week.

The music curriculum is inclusive of all learners, and appropriate support is provided for pupils with Special Educational Needs and Disabilities (SEND) through planning and targeted assistance.

The music subject leader has access to training, resources, and support from the North Yorkshire Music Hub, and a programme of learning and progression has been implemented using the Charanga scheme.

### Potential next steps:

- Explore opportunities to increase the frequency of music specialist-led sessions, potentially expanding to additional year groups.
- Investigate ways to incorporate more cross-curricular links and integration of music throughout the school day, beyond the dedicated music lessons.



- Consider providing professional development opportunities for all teachers to enhance their confidence and skills in delivering high-quality music education.

### **Part B: Co-curricular music**

At Hunmanby Primary School, music is developed through cross-curricular links, particularly with subjects such as PE, Art, History, and PSHE, when appropriate. Classes also engage in themed music appreciation sessions, primarily driven by assemblies, to expand pupils' exposure to a variety of musical styles.

Children have the opportunity to join the school choir and perform at events. Additionally, parents are offered the option to pay for additional musical instrument lessons.

Songs and rhymes are used to support and enhance learning across the curriculum where appropriate, and the Charanga scheme is utilised to support curriculum themes across the school.

#### **Potential next steps:**

- Explore the possibility of establishing additional music ensembles or clubs, such as a school band or percussion group, to provide more opportunities for pupils to engage in music-making beyond the classroom.
- Investigate ways to increase the accessibility and affordability of additional music lessons, potentially through partnerships with local music providers or the implementation of a subsidised programme.
- Consider incorporating more opportunities for pupil-led music initiatives, such as student-led performances or composition projects, to foster a greater sense of ownership and agency in the school's musical activities.

### **Part C: Musical experiences**

Hunmanby Primary School provides a range of musical experiences for its pupils, including regular singing in assemblies for times of celebration and events, as well as collective worship themes.

Children have the opportunity to take part in school-organised productions and events, including those within the local community and beyond. The school choir also performs in the community, particularly during the Christmas season.

The school's Music Service organises annual concerts, and there are workshops and performances related to curriculum themes. Additionally, Key Stage 1 and EYFS pupils participate in a Christmas production each year, while Year 1, 3, and 5 pupils present a musical performance at the end of each term. Key Stage 2 children also perform in an end-of-year concert to showcase their developing skills and repertoire.

#### **Potential next steps:**

- Explore opportunities to involve more pupils in the school's musical performances and events, potentially through the creation of additional performance groups or the expansion of existing ones.
- Consider organising more frequent community-based performances or collaborations, to further strengthen the school's connections with the local area and provide more platforms for pupil showcases.
- Investigate the possibility of arranging visits or workshops with professional musicians or music organisations, to inspire and enrich the musical experiences of the pupils.



## **In the Future**

Hunmanby Primary School is committed to continuing to support and develop its music provision in the years ahead. The school plans to maintain the funding for the music specialist, ensuring that pupils continue to benefit from their expertise and guidance.

The school will also work to further develop the use of music appreciation sessions in class and through assemblies, allowing children to listen to and make observations about the different musical styles and genres they encounter. The delivery of music assemblies, teaching new songs, and encouraging the pleasure of singing will also remain a priority.

The school will continue to monitor the use of the Charanga music scheme and evaluate it annually, while also creating training opportunities to further enhance teachers' knowledge and understanding of musical theory and notation. This will include a transition to the updated Charanga scheme, which places greater emphasis on pupils' ability to read and record their musical ideas.

The school will continue to provide resources and opportunities to ensure ongoing musical development, with the SENDCo and music lead working together to monitor and support SEND pupils' progress. The school will also maintain its engagement with training and support from external providers, such as the North Yorkshire Music Hub.

Monitoring and supporting teachers to ensure progression is maintained will be a key focus, as will the use of recorded music events to build a portfolio of evidence and create more opportunities for group performances throughout the school year.

The school will also explore additional opportunities for curricular links, develop planning to ensure weekly music sessions in classrooms, and continue to maintain and promote the school choir. The provision of additional music lessons outside the main curriculum will also be maintained and promoted, along with the organisation of music events and opportunities as they arise.

Singing will remain an essential element of assemblies, with the school exploring the use of Charanga resources as part of these gatherings and events. The school will also continue to sign up for and participate in future music-related events and activities.

### **Potential next steps:**

- Investigate the feasibility of expanding the music specialist's role, potentially increasing their time in the school or exploring opportunities for them to provide more targeted support or mentoring for classroom teachers.
- Consider developing a more comprehensive monitoring and evaluation framework for the music curriculum, including the collection of pupil voice and the tracking of progress across different musical skills and concepts.
- Explore partnerships with local music organisations, such as the North Yorkshire Music Hub, to provide additional enrichment opportunities, such as workshops, masterclasses, or performance collaborations for the pupils.