Shincliffe CE Primary School

Durham Music Service
Lead partner in the Durham and Darlington Music Education hub
www.durhammusic.org.uk

Music Development Plan 2026/27

Date of adoption: September 2026
Review: July 2027
Lead for this plan: A. Crook

Music at Shincliffe CE Primary School

Curriculum Music

area	what happens now	what we would like to see
Overview	- Curriculum is based on Charanga schemes - Curriculum intent and Curriculum Map can be found in the **Music Subject Leader Folder** - Expectation of 1 hour of Music a week, taught by class teachers and KS2 receive either 1 term or ½ term with a teacher from the DMS - DMS offers small group instrumental lessons for guitar, violin and brass - The school ran a KS2 choir in Autumn Term 2 and will run a Choir in Summer Term for Year 2-6 - Digital resources: Charanga, iSing, Garageband - Physical Resources: Glockenspiels, Ukuleles, box of percussive instruments- maracas, shakers, tambourines, 1 piano and 1 keyboard - Assessment is through Teacher Assessment based on how well children complete tasks in lessons, and monitored through pupil interviews and providing video evidence of snapshots of skill development/performance - Impact of Music- children enjoy it and often say they want more Music lessons	- More inclusion of composition - Regular opportunities for learning to be evidenced through recordings
Whole Class Ensemble Tuition	- DMS provides whole class ensemble tuition to KS2 - Year 4= 1 term ukulele, Year 5= 1 term ukulele, Year 3= ½ term singing/intro to ukulele, Year 6= ½ term ukulele - Instruments are provided by school and checked by subject leads, e.g. setting aside pre-tuned left-handed ukuleles	- More opportunities for performances (whether whole key stages or individual classes) including the KS2 Singalong

area	what happens now	what we would like to see
	- Year 4 have the opportunity to show their skills in a Christmas performance and Christmas fair - Paid for using school budget for DMS - Outcomes (impact), including continuation rate- students progress and continue to build upon their skills each year - Children have the opportunity to have small-group peripatetic guitar, brass and violin lessons, but wholeclass ukulele develops transferable practical skills for learning guitar and violin	
Singing	- Singing in lessons can vary depending on topic and experience of teacher- confident teachers will include it within their practise e.g. when teaching a melody phrase to play on an instrument - Children 4 times a week in assemblies, including 1 specialist singing assembly where the Music Leads teach songs to children but also teach singing techniques - Children hear adults (including men) sing in assemblies 4 times a week, and sometimes in other cross-curricular lessons e.g. Maths - Children have the opportunity to join Choir with specialist Helen Miller	- More teaching of harmonies in singing class/ Singing Praise
Instrumental music	- Children play instruments in most lessons (glockenspiels, ukuleles, percussive instruments) and percussion instruments are available in the EYFS provision - Standards are measured using Music objectives outlined in Charanga	- More experimentation with composition skills in conjunction with DMS (e.g. through creating group rhythms) - More instruments in EYFS for exploration
Technology	- Charanga is the curriculum and main resource teachers use for teaching- mainly teaches elements of music (e.g. pulse, rhythm) and	- More creation of music using AI to support learning with support from Martin Bailey

area	what happens now	what we would like to see
	provides opportunities for games, improvisation and performance using clapping, singing or instruments - Garageband is used by upper KS2 for composition - iSing is used for Singing Praise assemblies and class assemblies- teaches songs and includes backing tracks to remove the melody - In KS2 classes explore creating music using Micro:Bits	
Opportunities to experience live music performance	- In Term 3 older children have the opportunity to play their instrument whilst children come into assembly - Christmas Fair and Singalong provides opportunities for Brass students to perform (from private tuition) and Year 4 to perform (from whole-class tuition) - Children often perform songs in Class assemblies e.g. Nativity Reception/Y1/Y2, Carnival Y1, Easter story Y3&4, topics Y2/5 - Peripatetic teachers often perform for classes when demonstrating/advertising for lessons - Performances booked in for Brass bands attending local brass festivals and Guitar Works	- More opportunities to experience live music

Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see
Overview	- Charging practices: music lessons cost £64 per term or £44 per term for children who have Free School Meals - Led by DMS - Links to curriculum by reinforcing key skills of understanding elements of music and performing in groups - Also links to curriculum as Music Lead regularly discusses class needs with DMS - e.g. trying to include more composition	- More opportunities to perform
Singing	- Singing 4 days a week including a Singing Praise assembly - Singing Praise is mainly led by the Music lead AC, LR, and supported by other KS2 staff - backing track accompaniments - Opportunities for singing clubs in the year (dates TBC) - Encouraging participation: Singing Praise= regular feedback of expectations e.g. posture, use of breathing/stomach muscles, house points - Singing Praise uses teacher assessment and targets areas for development e.g. pitching, rhythm - The whole school sings in front of parents in special termly assemblies	- More inclusion of singing in harmony
Ensembles	- Music groups will come together to perform their small group music lesson pieces together in an ensemble format. Students will have “mini ensembles” in group peripatetic lessons.	- More opportunities for performance
Tuition	- Brass, Guitar and Violin lessons - Taught by specialists from DMS	- More opportunities for performance

area	what happens now	what we would like to see
	- Engaged by the specialists performing demonstrations of their instruments at the start of the year - DMS provide postcards with information and QR codes linking to the website, which informs parents about payment and other lesson information - DMS provides an end of year report for parents about progress - The school will provide financial support to children who aren't able to afford peri lessons- parents can email a designated school email address directly to the headteacher to request financial support - **September Take-up:** Brass= 2 boys, 9 girls; 11 total including 1 PP and 4 SEND Violin= 1 boy, 7 girls; 8 total including 0 PP and 0 SEND Guitar= 14 boys, 12 girls; 26 total including 0 PP and 6 SEND - Outcomes of progression, drop-out and retention will be monitored across the year	

Leadership

area	what happens now	what we would like to see
Governing body	- Lead Governor for Music- Helen Tait - Worked with staff to discuss the Music action plan and talk about Music with children for Pupil Voice	- Any support Helen can provide/advise on, such as securing connections for performing opportunities/live music opportunities, resourcing
Senior Leadership Team	- SLT understand and support the importance of teaching Music - They ensure Singing Praise takes places for quality opportunities to practise singing - They understand the need to be flexible in timetables but also appreciate need for coverage - Closely involved in peripatetic lessons, e.g. providing opportunities for students in poverty, have regular discussions with peri teachers - Assessment frameworks based on National Curriculum objectives	- Continued support for Music and providing time for CPD
Subject leadership	- Ashleigh Crook (Year 4 teacher, Music lead, Computing lead) - Curriculum is set using guidance from Charanga and objectives from National Curriculum objectives - Opportunity to share updates in staff meetings but also any time through email - Half termly monitoring of subjects through discussion with teachers and pupils- this also helps to identify any training needs - Always available to check in and support staff with teaching music - Train staff with music resourcing such as burning cds and embedding music into PPTs	- More opportunities for time to provide team teaching and practical support from Music lead

Budget

area	what happens now	what we would like to see
Budget for Music	There is no set budget for the Music department, it all comes under the school's Curriculum budget	
Music income	When children perform for parents, such as at Christmas, the school Parent Teacher Association (Friends of Shincliffe School) usually provide refreshments with any purchases/donations going back into the FOSS fund which directly supports school events. Governors/SLT usually help to facilitate this. Unfortunately in 2025-26 the FOSS group disbanded owing to lack of volunteers which is impacting money for resources.	- FOSS to be re-established to support school funding

Partnerships

area	what happens now	what we would like to see
Partnerships with schools	- Durham Music Network for meetings regarding updates, training, etc - In Summer our DMS teacher invites former pupils from various Durham high schools to come into school to perform for/with current students to inspire younger children to sign up for brass lessons - In Summer, Y6 children gather in Durham Cathedral for leavers activities, including singing - Children are invited to join a local choir with other children from other schools - Annual connections with brass bands from the local Durham Brass Festival in Summer	- Possible activities we can do within our cluster or region- Big Sing 2027 on 22nd June (depending on finances)
Partnership or relationship with local music service or Music Education Hub	- Close relationship who provides brass, guitar and violin peripatetic lessons and inspire students - Opportunities for children to perform in assemblies- brass regularly performs - They regularly share any local opportunities e.g. Music/Drama group, local choir - Communicate through email (subject leads and school administrators) - School admin usually communicate with the Hub when renewing contracts and offers	- Opportunities for peri students to perform for their peers
Cultural partners for music	- We receive invitations from Choristers to visit them and engage in music - For the last 2 summers we have invited international brass bands from the Durham Brass Festival to perform music from their cultures	- Continue relationship with Durham Cathedral - Continue links with Durham Brass Festival

Accommodation and resources

area	what happens now	what we would like to see
Spaces for Music	- Whole class Music lessons are taught in classrooms - Instrumental peri lessons are taught mainly in the Arctic Cabin - The hall is used for Choir club on Mondays after school (Y2-Y6)	- Places for storing the instruments - Explore other ways of experiencing music or sounds, such as providing resources for outdoor play in EYFS
Resources available for Music	- Piano- school owns- receives tuning annually - Glockenspiels- school owns around 30 - Ukuleles- school has around 30- from DMS - For tuition, parents pay to lease instruments (PP are offered support with finances) - Charanga subscription, iSing, several worship CDs and printed music books - Music albums are in the process of being burned to the School Laptop and embedded onto relevant PowerPoints - Glockenspiels and Ukuleles are maintained as and when needed- teachers inform Music Lead - Instruments that are borrowed by parents are maintained by parents, e.g. buying violin strings	- Look into outdoor music play - More staff being confident with burning and embedding music

Inclusion

area	what happens now	what we would like to see
Overview	- Opportunities for all students to take part - KS2 PP are given whole class instrumental teaching from a specialist to allow them to experience learning an instrument - PP children can have subsidised tuition fees from the DMS and in some cases the school pays for tuition/lease of instrument - SEND follow Support Plans e.g. use of movement or music for regulating, like watching music videos on YouTube or allowing children to move/dance in singing assemblies - Songs are mainly sung in English with some songs sung in French (learnt in French lessons) - Most of the school are English speaking, only 2 EAL students have significant translation needs - Different genres are explored through Charanga - Music from other cultures can be shared in cross curricular lessons as well as Music, such as Y1's topic about Carnival which is shared in assembly - Students generally don't miss Music for interventions	Look for opportunities to include other languages or genres connected with the school- Christmas= Christmas carols in French, Lunar New Year= learn a Chinese song using Charanga and encourage native speakers to help with pronunciation
Special Educational Needs and Disabilities	- Needs recognised through Support Plans/EHCPs which support teachers in tailoring lessons to their needs, e.g. use of movement, singing sounds rather than words - Some children use noise-reducing headphones in assemblies especially when singing or listening to performances - Music and songs used within Special Needs Provision activities	- Explore the use of Music to cater for SEND E.g. self-regulating

area	what happens now	what we would like to see
Religion	- As a Church of England school, parents are aware and supportive of children singing Christian songs for worship - We invite children, parents and our school community to join in worship activities, e.g. prayer and singing, or for patriotic activities e.g. singing the national anthem (during the jubilee celebrations)- this allows them to opt out if desired	- Continued support for this provision and ongoing exploration of a variety of genres of songs whilst keeping Christian themes - A wider variety of traditional and modern Christian songs within collective worship
Financial hardship	- Children with PP status can have subsidised tuition and support - For school trips, parents are asked to make a voluntary donation towards costs- we generally use funds made from FOSS events - How Pupil Premium is used for Music- school have paid for lessons or instruments for families, and if children receive FSM their tuition is subsidised to £44. - Children who are just outside the remissions policy are supported as parents can contact the school for support using a private, designated email address that goes directly to the headteacher	- Continuation of PP students taking up peri lessons- will make the offer clear to PP parents - Money for opportunities like attending The Big Sing

Progression

area	what happens now	what we would like to see
Overview	- Invitations to join external ensembles/choirs - Parents receive information every half term about what children are learning in Music and how they can support/develop this at home - More Able students are encouraged to look into tuition (in or out of school) and provide opportunities for performing e.g. Christmas fair. School celebrates achievements in Celebration Assemblies and on a Proud Cloud display - Ashleigh has half termly discussions with staff about music- support needed, advice, encouragements - Opportunities to teach Music in transition activities	- Would like the opportunity to team teach with non-specialists
Progression opportunities	- Music is incorporated across the curriculum, e.g. singing in French, learning times tables using BBC songs, or fractions using YouTube - DMS shares opportunities for musical involvement outside of school when possible - DMS invites former pupils from local High Schools to perform for Primary school- provides inspiration and motivation especially for Y6 pupils - Musical staff members could use their abilities for enrichment, e.g. playing the violin and ukulele for a Year 4 Science lesson about Pitch	- Staff looking to use music cross-curricularly
Pupil tracking	- Teacher assessment based on Charanga and National Curriculum objectives/ability to complete tasks, performances in assemblies - At the end of each term,, the school tracks musical progression using teacher assessment based on the National Curriculum	- Clearer communication with DMS peri teachers about pupil progress/take-up/retention e.g. receiving copies of reports at the end of the year

area	what happens now	what we would like to see
	- the progress of peri students is assessed through their DMS teachers - Pupils performing for friends or showing music certificates inspires others - Children who learn an instrument outside of school can play during assemblies	
Strategy development	- Reviewed by SLT and Governors throughout the year- termly for performance management, half termly for subject leads - Regular collaboration and updates received from DMS and Music network meetings	- Guidance from the Music Network experts

Objectives 2026/27

These are the headlines for things you want to do and achieve this year which will move Music at your school towards your vision. Examples are shaded grey. Do not even think *of including an objective for every 'what we would like to see' comment. Perhaps 3-5 impactful objectives would be plenty. The vision should be something you work towards over several years and you* must *be fair to yourself when creating these objectives. What can you really achieve in a year on top of everything else you have to do? Of course, ideally the objectives in this plan would align with your performance management objectives.*

1. CPD Support for composition and listening
2. Explore use of music for inclusion
3. Explore music outdoor learning provision for EYFS

Action Plan

Actions here should mostly contribute to your objectives for the year and, of course, there may be more than one action needed to achieve one objective (or one action may contribute to several objectives). If there are actions to do with ongoing running of curricular or co-curricular Music that you want to capture here, even if they do not contribute to objectives, then do so of course.

	action	link to objective	who	resources or cost	source	music hub support sought	complete by
1	Provide CPD and support for teachers in teaching progressive composition, improvisation and listening skills Offer team-teaching for teachers who would like support with teaching composition Direct staff to using Charanga and Network Meeting resources for some support in teaching composition Listen to children share their compositions and discuss their view on learning composition through student interviews	1	Music Co-ordinator / Music teachers	Time	PD days	n/a	July 2027

	action	link to objective	who	resources or cost	source	music hub support sought	complete by
2	Explore ways to use music for inclusion, particularly ESL and SEND students Find appropriate instruments for SEND children to use to engage with assemblies/Singing Praise Encourage the use of headphones and music to help SEND children to self-regulate or focus in class Find ESL lyric opportunities to practise in lessons	2	Music Co-ordinator/ SENDCo/ MFL teacher	Use of iPads/ percussive instruments already provided by school	n/a	n/a	July 2027
3	Explore the addition of more music outdoor learning provision in EYFS	3	Music Co-ordinator/ EFYS lead	To be explored- there are already a box of wooden/plastic percussion instruments, but could explore larger percussion	n/a	n/a	July 2027