



GOSFORTH CE PRIMARY SCHOOL

MUSIC DEVELOPMENT PLAN 2025/26

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Our vision for music



At Gosforth CE Primary School, we are committed to delivering a music curriculum that is accessible to all, regardless of musical ability. Music is a practical and creative subject that allows communication between people and we aim to inspire and motivate our pupils through music. We want our curriculum to develop a love of music, whatever your preference, and to allow for personal expression, therefore playing an important part in the development of children as individuals. Through progression, pupils will develop musical skills and knowledge enabling them to compose, play, perform, listen to, analyse and enjoy music across a wide range of periods, genres and styles. By engaging in our curriculum pupils are able to develop wider lifelong skills such as listening, concentration, creativity, self-confidence and sensitivity towards others.

The objectives of teaching music at Gosforth CE Primary School are:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

SELF ASSESSMENT

Area	Category	Description	Comments
Curriculum Music	Timetabling	Not all classes receive a regular music lesson each week	Review timetabling and build in more opportunities for other provision around school.
		There is a regular timetabled curriculum music lesson for all children but not a full hour each week when combined with other provision	
		There are regular timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include singing assemblies etc)	
	Curriculum design	Musical activity takes place in some or all classes but not necessarily tied to a formal school-wide curriculum	
		There is a whole school curriculum in place for music which covers all parts of the National Curriculum	
		There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Additional aspects are embedded into the planning such as whole class instrumental music, school performances and special musical events	
	Assessment	We have limited capacity and/or expertise for assessing musical progress	Build in more opportunities for self and peer assessment in lessons.
		Class teachers record progress using video/audio recordings or written notes	
		Progress is clearly recorded using video/audio or written notes and ML works closely with class teachers to monitor and support this process. There are opportunities for pupils to self and peer assess their work planned into lessons	
	Quality of teaching	It is uncertain whether all teachers are teaching music to a good standard each week	Continue to monitor and support throughout the year. Regularly review music teacher's subject knowledge audits and use this to influence future CPD for staff.
Music teaching is generally of a good standard, but there is still a need for further CPD and support in some areas			
Music teaching is consistently good quality throughout school and is monitored and supported well over the year			
EYFS music	It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality		

		<p>Music is regularly planned in to EYFS timetables and is generally of a good standard though some CPD and support may still be beneficial</p> <p>Singing is an integral and essential part of EYFS life. Songs and activities are appropriate to developing voices and carefully chosen to support early progress</p>	
Whole class instrumental provision	Whole class	<p>No whole class instrumental provision is currently in place</p> <p>Children learn to play an instrument as part of whole class learning during their time in school</p> <p>Whole class learning is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and quality of delivery is consistently good.</p>	
		<p>Duration</p> <p>Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration</p> <p>Children are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others. Some children choose to carry on with that instrument (or a related instrument) at the end of the year</p>	
Singing	School / KS / Year group singing	<p>Children only occasionally sing together as part of a larger group, maybe tied to performances or calendar events.</p> <p>Children sing together all or most weeks as part of a singing assembly or similar</p> <p>Regular singing assemblies are led by a specialist. Singing is an important and integral part of curriculum lessons, delivered by confident teachers skilled in delivering healthy singing.</p>	
		<p>Choirs</p> <p>There are currently no school choirs taking place regularly</p> <p>There is at least one school choir which meets regularly led by a skilled teacher</p> <p>There are one or more school choirs, led by skilled singing leaders which have opportunities to perform regularly and/or take part in wider community events</p>	
Instrumental and vocal lessons	Tuition	<p>There are limited or no opportunities for children to learn to play an instrument in school</p> <p>Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments</p> <p>There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision</p>	

	Whole class follow on	There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching		
		There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished		
		There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good number of children choose to do this		
	Ensembles	There are currently no instrumental ensembles in school or only very occasional ensemble playing opportunities		
		Children learning some instruments have the chance to play in a school ensemble which rehearses regularly		
		A child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group. Routes of progression for children including music centres and CLYM are signposted as appropriate		
Inclusion	Inclusion	There are no provisions in place to support less affluent families. There is little adaptation in music lessons for children with additional needs or varying ability		
		School covers the cost of music tuition and finds other ways to support children from low income backgrounds to learn an instrument. Curriculum and instrumental lessons are planned to cater for children with carrying needs and ability. Pupils have opportunities to listen to and engage with music from different cultures, traditions and eras		
		All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to cover all needs and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras		
Wider involvement	Hub participation	The school generally don't engage much with the Leeds music hub or other partner organisations in music		Investigate further opportunities to participate in local events.
		There is some level of engagement with Cumbria Music Hub with occasional participation in local events		
		The school has strong partnerships with Cumbria Music Hub , Music Connect and/or other organisations with regular participation in local events, workshops		
	CPD	There is little capacity within school for the music lead or other staff to engage with music CPD		

		Music lead has occasional opportunities to access CPD, other staff only rarely	
		Music lead is able to access a higher level of music CPD and other staff in school are also accessing CPD or a higher level of support from the Music Lead or elsewhere	
Links with other schools		There are currently no musical links with other schools	Explore opportunities to form links with other schools.
		Some links are made with peer schools, other MAT schools, religious school networks or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared.	
		Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition.	
Live music		There are currently no opportunities for children to experience and enjoy live music	Investigate opportunities to invite musicians into school.
		There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians	
		All children have opportunity to experience live music over the course of the school year.	



DEVELOPMENT PLAN

MUSIC DEVELOPMENT PLAN	
Overall objectives	<ul style="list-style-type: none"> • 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
Key components	<p><i>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</i> Teachers deliver music following the Kapow Primary music scheme, designed specifically for the teaching of music in primary schools. Kapow lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. Kapow meets all components of the Model Music Curriculum, including musical technology units. Teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning.</p> <p><i>Classroom instrumental teaching</i> The children benefit from a specialist music teacher leading music across school and delivering ongoing CPD to all staff in the delivery of music lessons. Throughout their primary music curriculum journey, children will learn how to play tuned and untuned percussion instruments, within our music scheme. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation.</p> <p><i>Links with external music organisations</i> We have links with Cumberland Music Service, who offer 1-1 and group teaching across a wide variety of instruments – currently only covering guitar. We offer private piano, flute, violin and recorder lessons delivered by a specialist music teacher who is in school twice a week.</p>

	<p><i>Music CPD</i> Music lead has many CPD opportunities through the year and are able to use staff meeting time to offer teaching staff further CPD.</p> <p><i>Performance opportunities</i> Children perform in termly music concerts along with regular church services and assemblies. The school choir perform at least once a term either in school or within the community. Children are encouraged to showcase their musical abilities in school talent shows, performed in front of their peers and also the wider community.</p>
Communications	Using Class Dojo, we will inform parents of musical opportunities throughout the school year and also post videos of children performing.
Budget, materials and staffing	<ul style="list-style-type: none"> -Our school have a specialist music lead who is offered time out of class to focus on music in school. -Cumbria Music Service offers whole group and 1-1 instrumental teaching, live music performances in and out of school throughout the year at a subsidised cost. - Specialist music teacher is in school twice a week delivering 1-1 tuition across a range of instruments charged directly to parents. - The school has a wide range of high-quality instruments available to all classes.

KEY AREAS DEVELOPMENT PLAN

AREA	ACTIONS	DATE TO BE COMPLETED BY	EVALUATION
Curriculum music	<p>Continue to monitor music teaching throughout the school, use pupil interviews, lesson observations and teacher questionnaires. Offer CPD where needed.</p> <p>Introduce more opportunities for peer and self-assessment.</p>	JULY 2026	
Whole class instrumental	Ensure progression is effective through whole class instrumental teaching.	JULY 2026	
Singing			
Instrumental/ vocal teaching	<p>Continue with work closely with Cumbria Music Services and discuss new opportunities for next academic year.</p> <p>Introduce opportunities for children to learn instruments as part of an ensemble.</p>	JULY 2026	
Inclusion			
Wider involvement	Book live music opportunities.	JULY 2026	