

Music Development Plan Summary: Croxby Primary School



Overview

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	20.01.26
Date this summary will be reviewed	20.01.28
Name of the school music lead	Kate Dooley
Name of school leadership team member with responsibility for music (if different)	Rebecca Wright
Name of local music hub	East Riding Schools' Music Service
Name of other music education organisation(s) (if partnership in place)	Rocksteady NAPA

This is a summary of how our school delivers music education to all our learners 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 learners and parents or carers understand what our school offers and who we work with to support our learners' music education.

Part A: Curriculum music

Curriculum Structure and Allocation of Time

At Croxby, all learners from EYFS to Year 6 receive 30 minutes of dedicated classroom music instruction each week. Music is delivered using the Charanga music platform, which places high-quality songs at the centre of each learning sequence. Lessons are structured to provide a balanced musical education that includes listening, appraising, singing, performing, improvising and composing. Charanga's clearly sequenced units and week by week lesson support ensure a coherent and consistent approach across all year groups. This structure enables learners to encounter a wide variety of musical genres, styles, cultures and traditions, supporting their development as well-rounded musicians.

In addition to this, every class receives a weekly 30 minute musical theatre session for one term, delivered by a specialist performing arts teacher. These sessions culminate in a class performance, allowing learners to showcase their developing confidence, expression and stage skills.

In Nursery and Early Years, learners also experience music through a balance of structured musical play and spontaneous exploration, using a variety of instruments and sound makers to develop early creativity and aural awareness.

Music plays a central role in school life, particularly through our weekly 30-minute singing assembly, where the whole school comes together to explore, enjoy and perform a diverse selection of songs. Additionally, learners have regular opportunities to sing in our Friday Celebration Assembly, where music is used to enhance the positive, uplifting atmosphere and celebrate learners' achievements. These assemblies not only support vocal development and musical understanding but also foster a strong sense of unity and joy across the school community.

Curriculum Design and Pedagogical Approach

The Charanga scheme follows a spiral curriculum model, allowing learners to revisit, build upon and deepen musical knowledge and skills over time. Key musical concepts - such as pulse, rhythm, pitch, tempo, dynamics, timbre and structure - are reintroduced and extended as children progress through the school. This incremental approach consolidates prior learning, strengthens musical confidence and supports learners to work at greater depth.

Lessons also include:

- Whole-class instrumental learning, offering experiences with tuned and untuned percussion and providing opportunities to refine ensemble skills.
- Progressive singing instruction, developing vocal technique, pitch accuracy and confidence.
- Listening and appraisal discussions, encouraging the use of accurate musical vocabulary and reflective thinking.
- Embedded assessment, supported by Charanga's guidance and checkpoints, enabling teachers to evaluate achievement against clear progression milestones.

Teachers are encouraged to adapt lessons responsively, ensuring activities remain accessible, inclusive and challenging for all learners.

Inclusion and SEND Provision

SEND learners benefit significantly from Charanga's structured, multimodal approach. The platform integrates visual, auditory and kinaesthetic elements, supporting learners in accessing abstract musical concepts. Repetition, clear modelling and scaffolded tasks allow SEND learners to engage fully and successfully within lessons across singing, rhythm work, instrumental exploration and musical discussion. Teachers use adaptive strategies embedded within Charanga alongside personalised adjustments to meet individual needs. This inclusive design ensures all learners develop musicianship skills in a supportive, engaging environment.

Part B: Co-curricular music

Wider Musical Opportunities Beyond the Classroom

Croxby offers a rich and varied cocurricular music provision, ensuring that learners have opportunities to sing, perform and learn instruments beyond the core curriculum through our Rocksteady partnership. The experiences they provide support Learners' musical progression, confidence and wellbeing while cultivating a strong culture of musical engagement across the school.

Instrumental Tuition and Ensemble Experience

Rocksteady Music School provides inclusive band based tuition for learners across the school. These weekly sessions give children the opportunity to learn instruments such as keyboards, guitars, drums and voice, working

collaboratively to perform as part of a band. The programme is designed to enhance learners' confidence, self-belief and sense of belonging. It is highly accessible and suitable for all learners, including those that are disadvantaged or those with SEND.

Inclusion, Access and Learner Premium Considerations

Croxby is committed to ensuring that cocurricular music opportunities are accessible and inclusive. Where fees apply for external music tuition, the school explores options to support Learner participation, including for Learner Premium Learners, to ensure equitable access to musical experiences.

Progression Beyond the Core Curriculum

Through the range of cocurricular activities available, learners can:

- Deepen instrumental and vocal skills beyond classroom expectations
- Build ensemble experience through band work, group singing and largescale events
- Strengthen performance confidence in both formal and informal settings
- Develop discipline, collaboration and creativity, key attributes for musical progression
- Access pathways that may lead to further music study, instrumental grades or participation in community ensembles

This broad programme ensures that learners have meaningful opportunities to extend their musical learning, enjoyment and ambition.

Part C: Musical experiences

At Croxby, we are committed to providing a rich and varied range of musical experiences that inspire Learners, enhance their cultural capital and deepen their enjoyment of music. These opportunities sit beyond both the curriculum and cocurricular offer, giving learners the chance to engage with music in authentic, memorable and community focused ways.

Annual Performances and Events

Croxby offers several highquality performance opportunities throughout the year, allowing learners to showcase their musical and dramatic talents:

- **NAPA (Northern Academy of Performing Arts) Performances** – every year group takes part in an annual performance following their half term of musical theatre sessions, developing confidence, stage presence and ensemble skills.
- **Celebration Events**, songs learned are sung in productions and other events such as Easter service, Christmas service and other celebration events throughout the school year.
- **KS1 Christmas Production** – featuring singing and narration, giving younger learners an accessible, supportive introduction to performing for an audience.
- **KS2 Summer Musical Theatre Production** – offering older learners
- the chance to combine singing, acting and movement in a fully staged production.
- **Carols Around the Tree** – a cherished end of term tradition where families join learners in singing festive songs in a warm and celebratory atmosphere.

- **Year 6 Leavers' Assembly** – incorporating musical performances that reflect Learners' primary experience and celebrate their achievements before transition to secondary school.
- **Rocksteady Rock Band concerts** held three times a year. These concerts allow learners to perform live on stage, boosting confidence and giving children a genuine sense of achievement.
- **Magnolia House Performances**, where learners sing for local care home residents. These visits strengthen intergenerational connections, bring joy to others and give learners a meaningful context in which to use their musical skills.
- **School Choir Club**, nurtures musical confidence, performance skills and pride, reinforcing the importance of music as a tool for connection and expression.
- **Croxby Talent Show**, an annual performance, giving learners another exciting opportunity to perform and celebrate their unique talents.
- **Bridlington Big Sing**, an exciting celebration of music that brings together over 70 schools. It's a wonderful opportunity for children to sing as a collective in a professional arena, developing confidence, and feeling part of something truly special.
- **Nursery and EYFS Extravaganza**, where children and parents come together to enjoy singing and musical play in a warm and inclusive environment.

In the future

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

In the subsequent years to come, we will continue to build on our music progress by reevaluating the current curriculum when there are any changes in the model music curriculum, Charanga. As part of our commitment to the seven features of high-quality provision, we will continue to ensure that learners learn a broad range of musical styles, genres and traditions with increased opportunities for live performance and ensemble work. Building on the strong foundation of whole school events and productions, the school will explore the feasibility of:

- More community-based performances, strengthening links with local partners, care homes and community groups.
- We will work to increase opportunities for learners to attend or have external live professional music events, including concerts, theatre productions and ensemble performances.

Further Information

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school. 4 Your local music hub should also have a local plan for music education in place from September 2024 that should include useful information.