

## St. Martin's Church of England (Aided) Primary School



**St. Martin's**  
C. of E. Primary School  
*Serve one another in love*  
Galatians 5v13

### Music Development Plan Summary

*'Serve one another in love'*  
*Galatians 5v13*

“St. Martin's School isn't just a school, it's a family. Firmly rooted in the Christian faith, the St. Martin's family will share the love of Christ with our diverse school community – all unique and special, made in God's image, with everyone welcomed and included.”

. Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school.

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### Overview

Detail	Information
Academic year that this summary covers	September 2024- July 2026
Date this summary was published	September 2024
Date this summary will be reviewed	July 2026
Name of the school music lead	Mrs Emily Garton
Music Development Plan written by	Mrs Claire Barber (HT)
Name of local music hub	North Yorkshire Music Hub
Name of other music education organisation(s) (if partnership in place)	

### Curriculum Music

At St. Martin's C of E VA Primary School, we use the Charanga Music Scheme, which provides complete coverage aligned with The National Curriculum for Music. This ensures that all pupils:

- 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

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Charanga's Primary Music scheme which has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth We have adopted the Kapow Scheme, to ensure that children receive quality music lessons throughout the year
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

To find out more about our music curriculum, please look at the curriculum handbook on our school website: [Music Curriculum Handbook.pdf](#)

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### **Extra-curricular Music and Enrichment**

We have a variety of music teachers that come into school to teach music lessons. These are available through North Yorkshire Music Hub eg. Guitar, drumming, flute etc as well as through our own peripatetic music teachers- Mrs Hooper for piano and Mr Logue for drumming.

Mrs Garton runs an ocarina club in school and there is also a choir club at various points in the year. Plans are in place to introduce a recorder club too.

For many years, at St. Martin's, we have taken part in Young Voices with a choir of around 100 Year 3-6 children. Throughout the year our children enjoy taking part in a Christmas production, music performances and singing within class assemblies which are performed to parents and peers. We have some children who take part in music performances outside of school. Our "St Martin's Got Talent" event, also allows children to perform too.

Across all key stages, children have a range of opportunities to experience live musical theatre performances courtesy of Stephen Joseph Theatre Company and to take part in musical performances, such as Christmas plays and nativities, UKS2 Summer performance, and Arts focused outcome events.

### **Musical Experiences**

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Across all key stages, children have a range of opportunities to experience live musical theatre performances courtesy of Stephen Joseph Theatre Company and to take part in musical performances, such as Christmas plays and nativities, UKS2 Summer performance, and Arts focused outcome events.

We have a choir in school, with children having

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opportunities to perform with other local schools- such as Christmas Voices at St. Martin's on the Hill Church with other Deanery Schools and Scarborough Sparkle. They also perform at care homes for the elderly, which is well-received by the residents. Pupils also have an bi-annual trip visit to Sheffield for the Young Voices event, which is extremely well attended.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE. Visitors are also used to enhance the music curriculum where appropriate or visits out to other schools to share in workshops e.g. Drumming workshop with Scarborough College.

Music is incorporated into a variety of activities and events within school, such as daily worships, singing assemblies, classroom routines and special celebrations. The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music making, through support at events and through home learning.

### **In the future**

In the future, we would like to work on the following:

- Increase and extend the range of high-quality performances in school, over a range of genres and different cultures
- Extend the opportunities for children to perform in front of their peers or to their parents. This could include recorded performances shared through the school's social media channels.
- Sign post musical opportunities offered within the community.
- Increase the range of workshops with the opportunity to develop the interest further.
- Raise the profile of peripatetic music lessons to encourage more children to take part.
- Links with external music organisations – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert.
- Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary school for transition.
- Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. FOSMs; local charities; fundraising in school from performances etc.)