



# The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools

Blessed is the one who trusts in the Lord, whose confidence is in him.  
They will be like a tree planted by the water that sends out its roots by the stream.

It does not fear when heat comes; its leaves are always green.  
It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

## Music Development Plan

<b>Academic year this summary covers</b>	<b>2025-26</b>
<b>Summary written</b>	<b>September 2025</b>
<b>Summary reviewed</b>	<b>September 2026</b>
<b>Name of leader in charge of music</b>	<b>Rosie Ibbotson</b>
<b>Local music hub</b>	<b>North Yorkshire Music Hub</b>

### Part A: Curriculum music

The Federation of Middleham and Spennithorne CE Primary Schools delivers weekly music lessons using the Charanga scheme. Lessons follow a clear sequence of listening, appraising, composing, performing and evaluating, drawing on songs from different genres, key moments in musical history and influential composers and songwriters. The scheme provides progressive learning across year groups so pupils build musical knowledge and skills over time. Pupils have planned opportunities to learn tuned and untuned instruments, including recorders in both whole-class and small-group settings, enabling development of technical control, ensemble skills and practical musicianship.

#### Potential next steps:

- Map Charanga units across year groups to an explicit progression document that shows how technical, constructive and expressive strands develop year-on-year.
- Build short, sequenced composing tasks into each unit that specify component skills (melody, rhythm, texture, simple harmony) and reduce cognitive load through scaffolded steps.
- Introduce clear success criteria and regular retrieval activities to secure key notation, musical vocabulary and performance techniques in long-term memory.



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## Part B: Co-curricular music

The school has an active partnership with North Yorkshire Music Hub to broaden pupils' opportunities beyond the classroom. Through this collaboration pupils can access extra-curricular instrumental lessons, and the Music Hub provides support with instrument hire and links to wider regional provision, enabling pupils to progress in chosen instruments with specialist tuition.

### Potential next steps:

- Publicise and streamline the process for families to sign up for Music Hub lessons and instrument rental, including key dates and cost information, to increase uptake and equity of access.
- Coordinate with the Music Hub to plan an agreed pathway from whole-class instrumental introduction (e.g. recorders, glockenspiels) to continuum lessons, ensuring sequencing and progression between school provision and Hub tuition.
- Explore subsidised hire or instruments-in-school schemes to reduce financial barriers for disadvantaged pupils so more can sustain lessons and progress.

## Part C: Musical experiences

Pupils at the Federation take part in a wide range of musical experiences that enrich the curriculum and the life of the community. These include competitive and collaborative opportunities such as the Wensleydale Tournament of Song, regular singing in Collective Worship and church services, visits to the pantomime and hosting visiting performers. Pupils also showcase their work at the school Summer Fair, take part in Christmas performances and carol singing, visit local care homes to sing, and participate in national moments such as Make Music Day.

### Potential next steps:

- Develop an annual calendar that sequences community and performance events to support purposeful rehearsal cycles and ensure progressive performance goals for pupils.
- Create reflective activities (brief evaluations or audience feedback) after performances to reinforce constructive learning outcomes and composition/performance development.
- Increase cross-year performance opportunities (e.g. paired classes or whole-school singing days) to consolidate ensemble skills and broaden peer learning.



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### In the Future

The school plans to broaden its extra-curricular offer by establishing a choir, introducing ukulele lessons and participating in national performance opportunities such as Young Voices. There is also an ambition to run Rock Band clubs to give pupils wider ensemble experiences and the enjoyment of playing contemporary instruments together.

#### Potential next steps:

- Prioritise a phased implementation starting with a weekly choir and a pilot ukulele club, using existing staff or Hub support, then evaluate before expanding to Rock Band and national trips.
- Identify staffing, staffing training or Music Hub support required for ensemble coaching and large-scale event participation, and create a simple costed plan (instruments, transport, staffing, entry fees).
- Pilot a small Rock Band group using school-owned or rented instruments with a clear progression plan and performance targets to build sustained pupil interest before scaling up.