

SCHOOL MUSIC DEVELOPMENT PLAN

SCHOOL NAME: Cradley CE Primary School

COMPLETED BY: Carys Hughes DATE: 2026/2027

This template supports the DfE vision set out in the refreshed [National Plan for Music Education 2022](#) for all schools to have a published School Music Development Plan by September 2023.

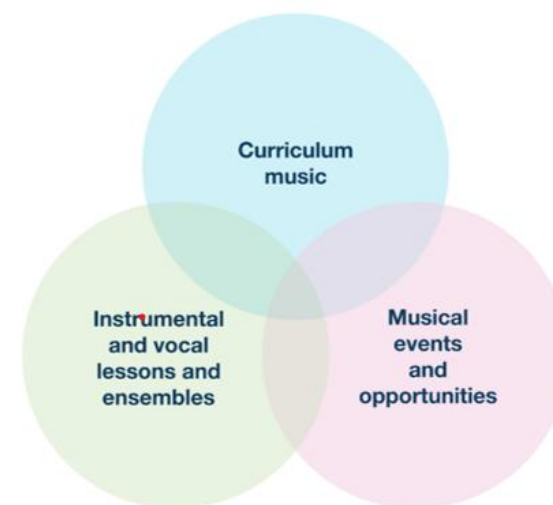
It is intended to support School Leaders and Music Curriculum Leads to build upon their music offer and track improvements for music in their school.

The template is optional. If you have a plan, you do not need to do another one.

It will enable schools to evaluate their current music provision in the 3 focus areas identified within the National Plan for Music Education and to consider where these areas can be improved or developed.

The resulting Action Plan should be a “live” document to be reviewed and adapted termly.

Focus area 1: Curriculum



	Not yet in place	Emerging	Established	Embedded
Curriculum	No clear mapping of vocabulary, notation, or key concepts (e.g., dynamics, texture, structure) across year groups. Insufficient CPD for staff who are non-specialists in music. Few or no opportunities for pupils to perform publicly No staff meetings on how music should be delivered	Some classes engage in regular performing and composing, but not across the whole school. Assessment in place, but teachers are not consistent in assessing the start and end of each unit to show progress. There is adequate teaching space and resources available. Some staff using digital tools like, others not aware of them. Links with the local music hub are starting to form but not fully utilised	A sequenced music curriculum is in place from EYFS to Year 6, covering performing, composing, listening, and appraising. Curriculum aligns with National Curriculum aims and has clear knowledge/skill end points Students engage with schemes of work and build areas of musical interest and growing skill. Pupils with additional needs are able to participate and engage with music-making. Instruments are well-maintained, accessible, and suited to a range of ages.	Singing is a routine part of school life (assemblies, class music, performances). Choir or music club runs regularly and performs at school/community events. Pupils have opportunities for instrumental lessons through the local music hub.
Further Evaluation Detail	Put the link from school website to the music overview. The school's music curriculum can be found here: Purpose of music: Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Aims: The national curriculum for music aims to ensure 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.			

Action Plan: Curriculum (complete as many as applicable)

Area	Set your school some actions here		Review date	Status
Curriculum	1	Continue to increase opportunities for pupils to perform publicly, both within school and in the wider community, to raise the profile of music and develop pupils' confidence.	August 2027	In progress
	2	Develop a clear progression map outlining how musical vocabulary, notation, and key concepts (e.g. dynamics, texture, structure) are taught and revisited across all year groups.	August 2027	In progress
	3	Create a music display to show the elements of music	August 2027	In progress
	4			Click for option
	5			Click for option

Focus area 2: Instrumental and Vocal Lessons and Ensembles

	Not yet in place	Emerging	Established	Embedded
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ntal and Vocal Lessons and Ensembles	Structured vocal curriculum (e.g. singing warm-ups, technique, harmonies, part-singing). Link between instrumental tuition and classroom curriculum. Regular ensemble groups with instruments. CPD for teachers to support instrumental or vocal delivery in class. Pupils to have an opportunity to develop their music leadership knowledge.	Singing and vocal work is frequent, varied and all students are engaged. All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. Performances happen occasionally (e.g. Christmas and Easter). No consistent tracking of pupil progress in instrumental or vocal skills. Pupils show enjoyment in music but have few structured opportunities to perform or develop ensemble skills.	Regular instrumental lessons are available to a range of year groups, with some choice of instruments (those who are Pupil Premium as a school we pay for them to have lessons). Instruments are maintained and available for use across classes.	Strong partnership with the local music hub and visiting specialists ensures high-quality provision. Pupils perform frequently in school and the community with choir.
Further Evaluation Detail	Music is a highly valued subject in our curriculum. National Curriculum objectives for music are taught in a number of ways at Cradley CE Primary School. • Explicit music lessons. • Musical people from outside school visiting to support choir. • External music groups show casing their instruments. • Individual music lessons, paid privately (Piano, Vocal, Clarinet, Sax, Flute, Guitar and Bass Guitar.) • Singing in Collective Worship. • Musical Events (e.g. Cluster Concert and Young Voices) • After school choir. • Wider opportunity music lessons (Yr 3 & 4 – Trumpets) Children in receipt of benefit-related Pupil Premium have support in accessing music lessons.			

Area	Set your school some actions here		Review date	Progress
Instrumental and Vocal	1	Develop opportunities for children who play a musical instrument to play as an ensemble.	August 2027	Click for option

Lessons and Ensembles	2	Continue to create a structured curriculum related to singing through the new creative scheme on Charanga.	August 2027	Click for option
	3	Give opportunity for pupils to develop leadership roles to through musical knowledge.	August 2027	Click for option
	4			Click for option
	5			Click for option

Action Plan: Instrumental and Vocal Lessons and Ensembles (complete as many as applicable)

Focus area 3: Musical Events and Opportunities

	Not yet in place	Emerging	Established	Embedded
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Musical Events and Opportunities	Some parents and carers support music-making in the school by attending events. Limited engagement with community music groups and local secondary schools. No-cross-curricular link that promote music beyond discrete lessons.	Occasional visitors or workshops happen. Pupils enjoy performing but have few opportunities to develop confidence or showcase skills regularly. Some year groups take part in performances while others have limited or no opportunities. Inclusion is considered, but participation still tends to come from the most confident or musically experienced pupils. Musical assemblies and class performances occasionally happen. Starting to use local music hub – pupils will attend hub-run events.	The school has a clear annual calendar of musical events that includes seasonal concerts, class assemblies, and at least on major performance. School choir rehearses weekly and performs at several events across the year. Performances are inclusive and celebrate participation and progress rather than just talent. Pupils in choir have multiple opportunities each year to perform to audiences, both within school and externally. Performances are used as learning opportunities, not just showcases – children reflect on skills, teamwork and musicianship.	Music is a core and celebrated part of school life, with it woven through the calendar. Pupils achievement and participation in music are celebrated in newsletters, assemblies, and displays; music contributes to the school's identity and ethos. The school's leadership actively supports and invests in musical opportunities (resources and release time).
Evaluation Detail	Music is a highly valued subjects in our school. Musical experiences are delivered in a number of ways at Cradley CE Primary school. • Explicit music lessons. • Wider opportunity music lessons (Yr 3 & 4 – Trumpets) • Musical productions – KS2 – End of year production KS1 – Nativity • Daily singing in collective worships • Musical events – Young Voices • Instrumental music lessons (paid privately) • After School choir			

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	Continue to develop a deeper link with local musical groups and especially the local secondary schools.	August 2027	Click for option
	2	Continue to create a curriculum that is more cross-curricular. E.g. Composer of the Month.	August 2027	Click for option
	3	Involve parents so they are involved with the musical element of our school. Not only through assembly but can any play an instrument.	August 2027	Click for option
	4			Click for option

	5			Click for option
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Action Plan: Musical Events and Opportunities (complete as many as applicable)

Area	Detail
What Budget and/or Resources do you need to achieve your action plan?	• Replacement of worn and broken instrument to ensure all pupils can participate. • Funding for visiting vocal coaches or workshop leasers to develop pupils confidence in singing. • Training for non-specialist teachers to improve confidence. • Subscription to high-quality music resources for choir and class assemblies. • Possible allocation for cultural trips links to music (e.g. concert halls). – No Young Voice this year, instead maybe musical show?

What CPD might be required to achieve your action plan? <i>(What CPD does Encore provide? Can the music lead provide CPD? Are there other external training partners?)</i>	• Training for all staff in delivering high-quality classroom music, focusing on pulse, rhythm, singing technique and progression. • CPD on integrating music across the curriculum and using simple instruments effectively in class. • Workshops on vocal warm-ups, developing part singing, and leading group singing for different age ranges. • Training in whole-class instrumental teaching approaches • Support in assessing musical progress, recording evidence, and tracking pupil engagement. • Moderation opportunities with other schools or music networks to ensure consistency. • CPD on making music accessible for pupils with SEND or low confidence, including adaptive techniques and differentiated approaches. – Music Therapy and Sensory Circuits
What Partnerships will you put in place to achieve your action plan? <i>(e.g. arts and cultural professionals and organisations, local area music hub)</i>	• Work closely with the local music hub to access instrumental tutors, vocal coaches, CPD opportunities and performance events. • Invite workshop leaders and performers to run enrichment sessions, masterclasses or even themed music days. – John Masefield • Build relationships with local community groups, care homes and events organisers to provide real-world performance opportunities. • Connect with regional arts organisations, youth choirs, orchestras, or theatre groups for enrichment opportunities. • Seek partnerships with local charities or businesses for sponsorship of music resources or events.
Supporting Documents: This action plan might reference or need to be considered alongside other school's policies and procedures e.g. School Development Plan, Pupil Premium or Remissions policies.	Pupil Premium

Appendix 1 – Useful Resources for Teachers

Useful Resources for Schools

Encore Enterprises – part of the new, combined Herefordshire and Worcestershire Music Education Hub

[Home](#) | [Encore Enterprises \(encore-enterprises.com\)](#)

Classroom 200 – 200 Pieces of classical music for Primary schools with all the accompanying teaching resources <https://www.classroom200.org/login>

BBC 10 Pieces – High quality resources for Primary and Secondary schools

www.bbc.co.uk/tenpieces

Sing Up – Vocal resources for your school (annual membership required)

www.singup.org

Charanga – Digital music teaching resource (annual membership required, discount for those schools delivering their own Whole Class Ensemble

Tuition) [Encore Enterprises CIC \(Herefordshire\) \(herefordshirecharanga.com\)](#)

Out of the Ark – A collection of songbooks for schools, including: musicals, assembly songbooks, nativities and leavers' songs, class assemblies, sing-along stories and curriculum-based learning.

www.outoftheark.co.uk

Sparkyard – an online resource with all of Out of the Ark songbooks, as well as a curriculum resource. Herefordshire schools receive a 30% discount when signing up through Encore [Start Your Free Trial Now! | Sparkyard](#)

TES Collection – Resources linked to lesson planning, creative and cross-curricular for EYFS, KS1 and KS2

www.tes.com/articles/tes-collection-music-top-20

Music Express – An online resource for EYFS and Primary teachers. Herefordshire schools receive a 25% discount when signing up through Encore

<https://subscriptions.collins.co.uk>

Musical Futures – A wide collection of resources to help deliver music in the classroom

www.musicalfutures.org

Garage Band – Apple's leading digital music-making tool

www.apple.com/mac/garageband

Music Mark – The National Association for Music Education

www.musicmark.org.uk

The Incorporated Society of Musicians (ISM) – Professional body for musicians and subject association for music

www.ism.org

Musical Contexts – provides teachers with quality, "ready to use", tried and tested and professionally presented resources for use in the primary and secondary music classroom. www.musicalcontexts.co.uk

Appendix 2 – Primary Music – Subject Knowledge & Skill Audit & CPD Suggestions

Area of Knowledge, Skill or Understanding <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Your Performance skills: Please list any instruments you play or have studied previously and the approximate level you feel you have achieved.					

Area of Knowledge, Skill or Understanding <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Performance Skills Classroom Instruments: Please list any classroom instruments you use and your proficiency in the context of the tasks set in lessons.					
Singing: What do you consider is your level of skill in vocal work in the context of leading class singing effectively in lessons.					
Preparing children for performance: What is your understanding of concert preparation and stage etiquette.					
Performance based CPD: Please list any performance based CPD you would like. This could be on particular instruments, singing or preparation for performance.					
Improvisation: Your ability to improvise using the instruments/voice used in your scheme?					
Leading Improvisation: How skilled are you at leading and encouraging pupils to improvise in the scheme you use?					

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	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Your Composing Skills: To what extent can you compose short pieces suitable for classroom groups and/or school ensembles?					
Composing in the Classroom: Your ability to teach, lead and encourage your students to compose in your scheme.					
Arranging Skills (class): Your ability to arrange pieces for students using classroom instruments.					
Arranging For School Ensembles: Your ability to arrange pieces for wider school ensembles					
Composition/Improvising Please list any areas and in what context you would welcome CPD on.					
Notation: The National Curriculum requires all pupils to learn and use notation. How confident are you in using and teaching notation to students.					

Area of Knowledge, Skill or Understanding <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted			
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise				
Notation: Please Indicate if you need notation CPD.	No			Yes – to learn notation myself and how to use this with pupils		Yes – I know notation myself but need guidance how to use notation with pupils		
Conducting/Directing Ensembles in the Classroom or School: Please indicate your own skill and experience.								
Conducting/Directing: Please indicate here if you would welcome CPD on directing groups/ensembles and in what context/type of ensemble.	Please indicate here if you would welcome Conducting/Directing CPD?							
The Inter-related Dimensions Of Music: Your knowledge of pitch, duration, dynamics, tempo, timbre, texture, structure, and how these feature in all aspects of music i.e. performance, improvisation, composition, listening etc.								
Music Technology: Please Indicate any areas you have some experience of using.								

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Using apps in teaching					Please list any apps or websites you use regularly.
Charanga musical school					
Making video recordings for performances/ assessment					
Making audio recordings for performances/ assessment					

Area of Knowledge, Skill or Understanding <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Experience/ Understanding of Music Traditions: Areas of music you may have some experience of personally or from your scheme					
Western Art Music: Renaissance, Baroque, Classical, Romantic, 20th Century.					
Popular Music: Blues, Jazz, Reggae, Rock, Soul, R n B, Contemporary Dance, Bhangra, Film, Theatre etc.					
Traditional Music: British and other traditions.					
Music from other cultures and places: Indian subcontinent, Middle East, Far East, African Continent, Latin America, Caribbean, Europe, Eastern Europe					
Areas of expertise not covered above: <i>This might include particular genres/styles of music; multi-media applications or work that links with other art forms; or other musical expertise</i>					