

Every time we see a rainbow in the sky, we can remember that God loves us and will always look after us

Naburn CE Primary School

At Naburn, our values of Aspiration, Respect and Community are interwoven into our curriculum and ethos. Learning is designed to enable each child to flourish personally, spiritually and academically. Given these foundations, our children are secure in the knowledge that they are cared for, valued and listened to.

We provide a broad, inclusive curriculum which improves the lives of all children through the provision of enriching opportunities. Through our bespoke curriculum, we nurture a sense of social justice and equality giving children the best foundations in which to grow, thrive and to celebrate their own and others' uniqueness.

"Whenever the rainbow appears in the clouds, I will see it and remember the everlasting covenant between God and all living creatures of every kind on the earth." Genesis 9 v16

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Our vision is to enable all children and young people to confidently participate in singing, playing, creating and performing music.

We want all children to have the opportunity learn to sing, play an instrument and create music together, and to view music as a positive force in their lives. At Naburn, we encourage music as a vehicle for self-expression, creativity and communication, embracing music as part of personal development.

At Naburn, our music curriculum follows Sing Up scheme of work which provides a solid foundation to deliver a creative and engaging programme of high quality classroom activity. A broad and diverse range of repertoire, approaches and musical traditions is covered. Sing Up supports a fully integrated approach to musical development, connecting the interrelated strands of singing, playing, improvising, composing, listening and appraising.

Children experience – and develop an appreciation for – a breadth of musical styles, genres and traditions from across the world. They have confidence in the value of their own response and a respect for responses different to their own

Aspiration

Children recognise that musical skill is based upon regular practice and the resilience to keep going, with the reward being a new skill and ability. They develop the courage and confidence to participate in singing, playing and performing music and are open to trying something new and discovering new skills.

Respect

Children learn to respect one another through teamwork, taking responsibility for their part and trusting the rest of the group to do their best. They build a climate of trust and acceptance in music sessions so that everyone can be sure of a welcoming and accepting atmosphere for their efforts and responses.

Community

The pieces of music that our children hear and the songs they sing teach and reinforce compassion, respect and love for one another. Music reflects culture and society, and so the teaching and learning of music enables children to better understand the world they live in. It has an undeniable positive impact on emotional, physical and mental well-being.

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Music	Autumn		Spring		Summer	
EYFS/KS1 Year A <i>Units marked * contain a progression snapshot</i>	Tony Chestnut*	Colonel Hathi's March Magical Musical Aquarium	Grandma Rap*	Swing-a-long with Shostakovich	Instrumental Unit Play Percussion - TIME Use progression activity from Tanczomy Labada*	Instrumental Unit Play Percussion - TIME
EYFS/KS1 Year B Units marked * contain a progression snapshot	Menu Song*	Carnival of the Animals Musical Conversations and Composing music inspired by birdsong	Football*	Who Stole my Chickens and my Hens?	Dancing and Drawing to Nautilus Cat and Mouse	Come Dance with Me*
KS2 Year A	<p>Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p> <p>Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure.</p> <p>Play a part on ukulele and play as part of a whole-class performance.</p>		Wellerman (Musical Futures Online) Musical Focus: Body Percussion, Tuned Percussion, Chair Drumming Pieces: Wellerman Sea Shanty, Nathan Evans		Three Little Birds (Sing Up) Musical focus: Reggae, riffs, offbeat, chords, major triads D and G, bassline, unison, harmony. Pieces: Three little birds by Bob Marley and The Wailers.	

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	<p>Improvise percussive drum rhythms to play on the body of the ukulele.</p> <p>Compose a short piece for ukulele, demonstrating the skills learnt.</p> <p>Play Ukelele 1 (Sing Up) Musical Focus Focusing on aspects of singing, playing, improvising, composing and listening</p>		
<p>KS2 Year B</p>	<p>Keep The Home Fires Burning (Sing Up) Musical focus: Music from WWI, fanfare, triad, rhythm, dot notation. Pieces: Keep the home fires burning.</p>	<p>Calypso Solé Levy (Sing Up) Musical focus: Calypso clave rhythm, hand drumming, hand-to-hand sticking, tuned playing within I-IV-I-V chord structure, ensemble performance, learning to play by ear. Pieces: Calypso solèy levé by Lily May, Under the sea by Howard Ashman and Alan Menken, Emmanuel Road (trad. Jamaican), Carnival tabanca by Bunji Garlin, 'Will you be there' (theme from Free Willy) by Michael Jackson.</p>	<p>Drunken Sailor (Sing Up) Musical focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1. Pieces: What shall we do with the drunken sailor?</p>

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School Music Development Plan - YMH

Primary

Leadership and partnership Audit: leadership, partnership, training, budget and resource, pupil voice

Beginning	Developing	Secure	Enhancing
There is no assigned person to lead music.	There is an assigned lead of music who has responsibility for music and advocates for the subject across the school. This could be a class teacher or TA.	There is a musically trained music lead who has responsibility for music and advocates for the subject across the school. The music lead works in collaboration with the senior leadership team and music hub to drive the development of music across the school. There is a three-year strategic vision for music that is in line with the National Plan for Music Education	There is a three-year strategic vision for music that is in line with the National Plan for Music Education
Training for staff delivering music has limited impact.	The music lead attends specific CPD during the year. All staff delivering music receive annual training, addressing their CPD needs and has impact.	A named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account. All staff receive annual training to maintain their confidence and build expertise	The music lead sources bespoke CPD for the school to enable high quality musical provision to become embedded in the school life. Staff deliver training beyond their own school setting, sharing their expertise more widely.
Engagement with York Music Hub is inconsistent. Small scale performance takes place in the community, building on existing school links.	The school takes up opportunities from York Music Hub and signposts opportunities for students. The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The school is exploring opportunities to work in partnership with other settings.	The school makes the most of a wide range of opportunities from York Music Hub, working as an active partner. The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their local Music Education Hub.	The school is a leading school in the local community and with York Music Hub. The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and staff. This could include Arts Mark and Music Mark accreditation.
There are a limited range of instrumental resources within the school.	There is adequate space and resources for teaching, including class sets of tuned and untuned instruments	Space and resources allow for a breadth of curriculum for all students, including access to some music technology.	Space and resources allow breadth of curriculum for all students, including access to a variety of music technology.

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Engagement with the Music hub is limited.	The school takes up opportunities from the Music Hub and signposts opportunities for students.	The school is working in partnership with the hub and other settings, sharing resources and good practice.	The school leads musically in the local community and with their Music Hub, and is able to influence and support beyond their immediate setting.
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Music Curriculum Audit: curriculum timetabling, curriculum design and curriculum assessment,

Beginning	Developing	Secure	Enhancing
Music is delivered 'ad hoc' and not in every year group. Some students are unable to access the music provision	There are dedicated weekly curriculum music lessons on the school timetable for all year groups [or equivalent where leaders can effectively discuss the music timetabling]. Provision is between 45 and 60 minutes. All students are supported to access the music curriculum, including students with SEND.	Whole class instrumental lessons are timetabled in addition to curriculum music lessons for at least one year group.	First Access continuation instrumental lessons are timetabled within the school day and/or music projects such as Little Stars, Music and Wellbeing.
The music curriculum is planned for some year groups. Development of a sequential and progressive curriculum is in progress. Lessons may be delivered as part of a carousel.	The music curriculum is planned for all year groups and there is a sequential progressive curriculum map for all year groups and stages. The curriculum provides high challenge for all students, including SEND/EAL.	Additional aspects of the curriculum [First Access, NMPAT projects, ensembles, 1-1 tuition] align with the music curriculum planning to support musical learning and outcomes.	The curriculum is planned with consideration of transition between schools at key stages in collaboration with local schools [infant into junior and primary into secondary] and pathways for learners.
Progress over time is not measured or celebrated.	There is a range of formative and summative assessment strategies used within the lesson and teachers are able to assess against end of year expectations. Students are given the opportunity to perform to their peers and teachers.	Teachers are able to use a range of assessment methods to evidence progression of learning. Students are given the opportunity to perform at class assemblies and end of term/year concerts to parents/carers.	Moderation of assessment for learning takes place across the school. There are numerous opportunities for students to perform and receive feedback about their performance / progression.

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Vocal strategy Audit: singing assemblies, choirs and staff singing

Beginning	Developing	Secure	Enhancing
Singing takes place infrequently and repertoire is not varied.	There are weekly singing assemblies for all students.	There are weekly singing assemblies or collective workshop opportunities for all students led by a music specialist.	There is a full, long term singing strategy in place that ensures progression for all students. Singing is embedded into the school ethos to support the music curriculum.
The school is developing singing and rebuilding singing opportunities [post Covid] for students.	There is a school choir that rehearses weekly, with opportunities to perform..	There is a school choir that rehearses weekly and is led by a specialist teacher or competent staff member who has expertise in leading promoting healthy singing.	There is an effective school choir which perform regularly.
There is a person responsible for leading singing in the school. This person leads all the singing activities.	There is an ethos in the school that encourages all teachers to sing with assemblies and curriculum music lessons.	All staff are offered training to support and enable them to be confident role models and to lead healthy singing practice.	There are singing opportunities for staff in the school, such as a choir.

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Instrumental and Vocal Pathways Audit: instrumental & vocal tuition, First Access, ensembles

Beginning	Developing	Secure	Enhancing
<p>Facilitation of one to one and small group tuition is limited and inconsistent</p>	<p>The school facilitates one to one and group tuition. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p>	<p>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. Around 10% of the school population engage in tuition.</p>	<p>Students are able to take leadership roles in musical opportunities. More than 10% of the school population engage in tuition.</p>
<p>First Access is delivered for 10 weeks on one instrument to one year group.</p>	<p>First Access is delivered for 10 weeks on one instrument to one year group. The school ensures that a school member of staff engages with these lessons and accommodates performance opportunities for students.</p>	<p>First Access continuation is offered and timetabled. The school have planned all First Access delivery into a music curriculum that promotes progression.</p>	<p>First Access is timetabled for one hour per week in addition to the curriculum music lessons and integrates successfully with the music curriculum plans.</p>
<p>The school provide one opportunity for ensemble playing within the school day. The ensemble is attended regularly by a small group of students and is led by a class teacher.</p>	<p>The school provides more than one ensemble which are led by competent musicians. There are opportunities for planned performances to an audience [recorded/online or in person] within school</p>	<p>The school provides a range of ensembles which are led by competent musicians who explore a range of genres and styles with the students. The ensembles are well attended with regular planned opportunities to perform both in school and externally</p>	<p>The school provides high challenges ensemble opportunities to cater for all instruments taught. There is effective planning for the ensemble in place to meet the needs and aspirations of students, and to support pathways [county groups].</p>

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Barriers to Inclusion Audit: Barriers to learning and bursaries

Beginning	Developing	Secure	Enhancing
<p>There are opportunities to perform for a limited number of pupils. There may be barriers to participation</p> <p>50% Traveller community</p>	<p>The school provides an inclusive musical offer for all students with SENDco and external agencies when required. All music lessons are planned to use instruments/resources that are accessible and age appropriate. All members of teaching staff have an awareness of the needs of the students in the class. The school provides support for those who might face financial or other barriers. Students have an opportunity to listen to music that is reflective of diverse musical cultures and traditions in all key stages.</p>	<p>The school plans to target students eligible for PPG and supports these students and their families to engage in musical opportunities and tuition. The school provides additional support through resources to enhance accessibility. Staff scaffold work to meet the needs of all students. Students have the opportunities to actively learn and engage with music from a range of cultures and traditions in all key stages.</p>	<p>The proportion of PPG students partaking in music lessons and opportunities is high.</p> <p>Bespoke financial support is available so that all students can access musical opportunities. Pathways for learning are highlighted, along with financial support where needed. Access to adapted instruments is provided where necessary. Planning and support to remove barriers to learning and part of the department and school development plans.</p>

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Naburn School Music Development Plan

Priority area: Curriculum					
Intent		Implementation			Impact
Objective [List of team objectives]	Action / Task [what you need to do to achieve your objectives]	Success Criteria [How you can identify success]	Timeframe and lead personnel [By when will you need to achieve tasks]	Resources [what resources you need for each task]	Evaluation / Impact
<p>What are the key improvement priorities? What are you looking to improve?</p> <p>Curriculum, design, and assessment Inclusion and SEND Singing strategy Culture capital Career pathways</p>	<p>What are you going to do to bring about desired improvement</p> <p>Implement a functional music curriculum - through <i>Sing Up</i></p>	<p>What do you want to achieve and when</p> <p>Full school roll out using <i>Sing Up</i></p>	<p>Who is going to lead it and who else will be involved</p> <p>HT (Also currently the music co-ordinator) All classes to be access</p>	<p>What are you going to do to bring about desired improvement</p> <p>Collaborate with YMH (NE deliver staff INSET).</p>	<p>What do you want to achieve and when.</p> <p><i>Sing Up</i> in place by Summer Term - delivered in R-Y2</p> <p>Full school roll out by September</p>

Priority area: Co-Curricular					
Intent		Implementation			Impact
Objective [List of team objectives]	Action / Task [what you need to do to achieve your objectives]	Success Criteria [How you can identify success]	Timeframe and lead personnel [By when will you need to achieve tasks]	Resources [what resources you need for each task]	Evaluation / Impact

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<p>Activities and musical experiences that complement the school music curriculum learning experiences Ensembles Choirs Transition Communication with parents / carers Use of NMPAT hub grant allocation First access First Access continuation Instrumental and vocal learning Primary Vocal Curriculum Music for Wellbeing</p>	<p>What are you going to do to bring about desired improvement</p> <p>More instrumental tuition.</p> <p>The school provide one opportunity for ensemble playing within the school day. The ensemble is attended regularly by a small group of students and is led by a class teacher.</p>	<p>What do you want to achieve and when</p> <p>Needs investment and Longer term planning (24/25)</p> <p>Start Boomwhacker Club</p>	<p>Who is going to lead it and who else will be involved</p> <p>HT and Sing Up</p> <p>RU to lead</p>	<p>What are you going to do to bring about desired improvement</p> <p>Pupil Voice - gauge interest Demonstration Assembly Letters home</p> <p>Boomwhackers - apply to Hub for help with purchasing cost</p>	<p>What do you want to achieve and when</p> <p>Pupil Voice after half term Lessons to hopefully start after Easter?</p> <p>Start in September</p>
<p>Priority area: Extra- Curricular / Enrichment</p>					
<p>Intent</p>			<p>Implementation</p>		<p>Impact</p>
<p>Objective [List of team objectives]</p>	<p>Action / Task [what you need to do to achieve your objectives]</p>	<p>Success Criteria [How you can identify success]</p>	<p>Timeframe and lead personnel [By when will you need to achieve tasks]</p>	<p>Resources [what resources you need for each task]</p>	<p>Evaluation / Impact</p>

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An extension of the school music curriculum that may not be explicitly linked Enrichment opportunities Recital team / live performances / culture capital Career pathways	What are you going to do to bring about desired improvement NSSP - programme Choir	What do you want to achieve and when. ASAP In progress -	Who is going to lead it and who else will be involved. HT / YMH	What are you going to do to bring about desired improvement Work with YMH and York Minster	What do you want to achieve and when York Minster Eucharist Choral Festival Young Voices
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Priority area: Inclusion					
Intent		Implementation			Impact
Objective [List of team objectives]	Action / Task [what you need to do to achieve your objectives]	Success Criteria [How you can identify success]	Timeframe and lead personnel [By when will you need to achieve tasks]	Resources [what resources you need for each task]	Evaluation / Impact
Barriers to learning: SEND, inclusiveness, student voice, PPG and bursaries Working relations with visiting staff School community PTA	Targeting PPG/ Dis for Instrumental tution	Encouraging chn to continue an instrument through clubs	Jane Wragg HT	Apply to a local charity for funding music tuition places	Uptake of chn playing instruments