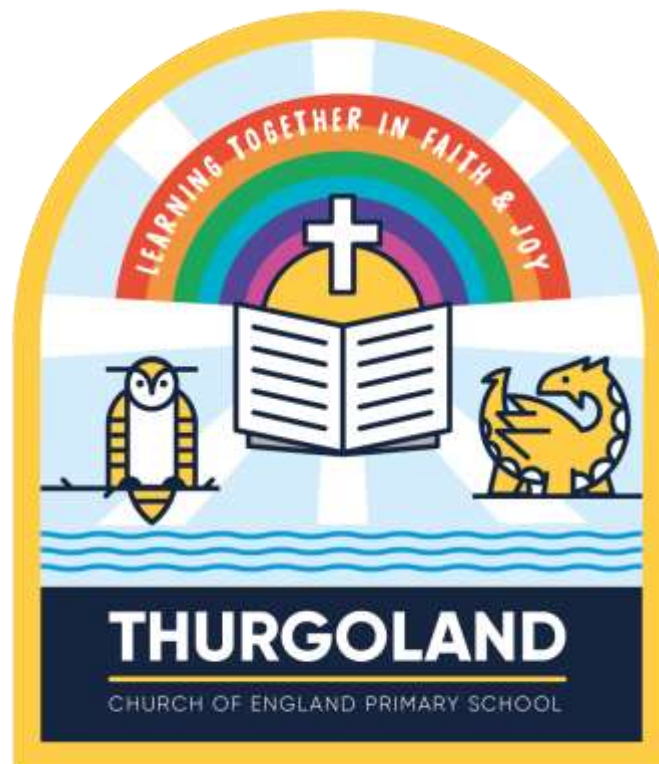


Music development plan summary

# Thurgoland C.E. Primary School



Music plays a central role in the life of Thurgoland C.E. Primary School. Rooted in our Christian vision, inspired by the Parable of the Mustard Seed, we believe that every child begins with great potential which, when nurtured, can grow and flourish. Our school values — Love to learn, Aim high, Show respect, Be resilient and Give it a go — guide our music provision, ensuring that every child is supported and challenged to “be their best self.”

Our curriculum ensures that every pupil receives high-quality, weekly music teaching that builds musical knowledge, skills and cultural understanding. Supported by expert provision from Barnsley Music Hub, children access singing, instrumental learning, composition and performance across all key stages. Through choirs, ensembles, instrumental tuition and whole-school performances, pupils learn to work collaboratively, express themselves creatively and take pride in their achievements.

Music at Thurgoland also plays a vital role in supporting pupil wellbeing and personal development. We recognise music as a powerful tool for emotional expression, confidence-building and belonging. By nurturing each child’s musical “seed” — whether through performing, creating or listening — we ensure that music is not only a curriculum subject, but a source of joy, connection and flourishing for our whole school community.

## Overview

Detail	Information
Academic year that this summary covers	2025 -26
Date this summary was published	November 2025
Date this summary will be reviewed	November 2026
Name of the school music lead	Beth Wise
Name of school leadership team member with responsibility for music (if different)	Accountable: Beth Wise/SLT Responsible: Beth Wise
Name of local music hub	Barnsley Music Hub
Name of other music education organisation(s) (if partnership in place)	Opera North Barnsley Youth Choir

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

## Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards those pupils could achieve.

### How Music is Delivered at Thurgoland C.E. Primary School

#### Curriculum Music Lessons

- Music lessons are delivered by class teachers and HLTAs, with specialist whole-class instrumental tuition in Y4 provided by Barnsley Music Hub.
- All pupils have 1 hour of music timetabled per week:
  - KS1 flexibility: Can be split into 2 × 30-minute sessions for developmental needs.
  - EYFS: Discrete 1-hour weekly allocation, with music also available through continuous provision.
- Singing assemblies take place weekly: EYFS and KS1 on Thursdays, and KS2 (15 minutes) during whole-school worship.
- This ensures compliance with the National Plan for Music Education, providing at least one hour per week for every child.

#### After-School Music Opportunities

- School Choir: Y3–Y6 pupils rehearse weekly.
- Enrichment Clubs: Musical dance and other performing arts opportunities are offered to extend learning beyond the classroom.

#### Whole-School Music Events

- Pupils participate in key performances across the year, including:
  - Harvest Festival preparation and performance in Holy Trinity Church
  - Christmas music/drama performances (EYFS and KS1 Nativity)
  - Special mention church assemblies each half-term
  - Y6 end-of-year Summer Production to showcase musical and performance skills

#### Structure and Curriculum

- National Curriculum is followed in KS1 and KS2; EYFS framework is followed for FS2 (Class R).
- Kapow! Music Scheme of Work is used as the core curriculum for all year groups, cross-referenced with the Model Music Curriculum (MMC).
- A listening calendar of Musicians/Composers will be introduced for KS2.
- Every child participates in at least one performance per academic year, with many participating in multiple events.
- Y4 whole-class instrumental lessons run for at least two terms, delivered by Barnsley Music Hub.

- Peripatetic music lessons are provided in guitar, brass, and woodwind, with opportunities to achieve graded exams through Trinity College of Music or Royal Schools of Music.

### **Kapow! Music Units Include:**

- Singing, celebration music, music linked to movement, musical stories
- Inter-related dimensions of music (pulse, rhythm, tempo, pitch, timbre, texture, structure)
- Genres & styles: Big Band, Jazz, Blues, Rock & Roll, Samba/Carnival, African music (South and West), Musical Theatre, Classical, Baroque, Film music, Haiku music, WWII songs
- Composition & notation: creating in response to animation, pentatonic melodies, looped/remixed compositions, leaver's songs

### **Classroom Practice**

- Lessons are practical and participatory, with pupils engaging in singing, instrument playing, and composition.
- Multi-media tools (e.g., GarageBand, Launchpad) are used for composition and recording, particularly in KS2.
- Teachers and TAs model and support learning, ensuring positive behaviour, care of instruments, and inclusivity.
- Diversity and equality are considered in all lesson delivery.
- Pupils are encouraged to take risks, be resilient, and “give it a go” in line with school values.

### **Assessment and Feedback**

- Assessment focuses on incremental improvement in musicality, knowledge, skills, posture, and confidence.
- Formative assessment is used during lessons with live verbal feedback.
- Videos of performances are recorded approximately half-termly where applicable.
- Music journals (Y3–Y6) track progression in Kapow! units.
- Floor books are used in EYFS and KS1 to show the journey the children take through the music curriculum.
- Peer and self-assessment is encouraged in KS2, alongside structured teacher feedback.
- Outstanding achievements are recognised through celebration assemblies and Headteacher awards.

### **Supporting and Challenging Pupils**

- Differentiation by outcome or task ensures all pupils are appropriately challenged.
- More able pupils in UKS2 may:
  - Use their own instruments in improvisation/composition
  - Explore advanced notation (e.g., bass clef)
  - Take leadership roles such as conductor or group coordinator

- Lower ability or SEND pupils are supported by teachers and TAs, with scaffolding as needed.
- Mixed-ability group work allows peer learning and leadership development.

### **Music, Wellbeing, and Personal Development**

- Music supports wellbeing, emotional regulation, confidence, teamwork, and belonging.
- Singing, composition, and performance provide opportunities to express emotions, celebrate achievement, and engage in community.
- Music is fully integrated into the school's universal wellbeing strategy, recognising its role in positive mental health and pupil voice.

## **Part B: Co-curricular/Extra - Curricular music opportunities**

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music **beyond** the core curriculum.

Pupils at Thurgoland C.E. Primary School have access to a wide range of music-making opportunities outside the classroom, including choirs, ensembles, bands, and instrumental tuition. These experiences allow pupils to develop skills, confidence, teamwork, and a love of music, as well as work towards recognised qualifications.

### **Peripatetic Music Lessons**

- Pupils in Y2–Y6 can take individual or small-group lessons with visiting instrumental teachers, specialists in their instruments.
- Lessons take place in dedicated school spaces (ICT suite, library, staff room, PPA room) on a weekly basis.
- Pupils can work towards nationally recognised graded exams (Trinity College or ABRSM).
- Instruments currently offered include keyboard, guitar, clarinet, flute, saxophone, and brass (trombone, trumpet/cornet).
- Pupils on the Pupil Premium List can receive fully funded lessons if they wish to participate.
- Instrument hire is available through Barnsley Music Hub, with costs paid directly by parents.

### **Out-of-School Private Lessons**

- Pupils learning instruments outside school with private teachers or music schools are encouraged to:
  - Perform in school concerts and assemblies
  - Contribute to class music lessons where appropriate
  - Celebrate graded exam achievements in school assemblies

### **Rocksteady Music**

- Rock and pop band lessons are offered Thursday afternoons by the visiting Rocksteady Music School.
- Pupils form and name their own bands, rehearsing and performing repertoire for parents each term.
- This experience motivates children, develops ensemble skills, and inspires lifelong engagement with music.
- Parents pay Rocksteady directly for tuition and instrument hire.

### **KS2 Choir (Y3–Y6)**

- Weekly rehearsals, led by Mrs Davies, prepare pupils for termly performances in the community.
- Performances include:
  - Old Time Music Hall Sing-Along (October)
  - Christmas concerts with Bolsterstone Male Voice Choir and Thurgoland Community Choir
  - Y6 Summer Production (Thurgoland Village Hall, ticketed)
  - Penistone Arts Festival (March, Wortley Church)

### **Musical Theatre – Y6 Summer Production**

- Year 6 pupils participate in all aspects: music, singing, drama, stage design, props, and lighting.
- All KS2 classes rehearse songs from the show in music lessons to prepare for the production.
- The theme changes each year and is planned in collaboration with the choir leader.

### **EYFS/KS1 Nativity Performance**

- Whole-class singing, music and drama performances for parents, grandparents, and carers.

### **Barnsley Youth Choir**

- Lower KS2 pupils participate in workshops and rehearsals, leading to a massed choir performance at Barnsley Metrodome.
- Pupils are encouraged to join local junior choirs in Penistone for ongoing enrichment.

### **Opera North Partnership**

- Y5 pupils take part in workshops with professional opera singers, preparing for a mass choir performance at Barnsley Metrodome alongside other primary schools.
- Pupils gain experience of singing in a professional context and working with professional performers.

### **Barnsley Music Hub – After-School Provision**

- Offers lessons, ensembles, and Saturday music centres for pupils who wish to extend their musical learning.
- Opportunities include junior concert bands, wind ensembles, percussion and guitar ensembles.
- Some lessons and ensembles are delivered online for accessibility.
- More information is available at: [www.barnsleymusicclub.com](http://www.barnsleymusicclub.com)

## Part C: Musical experiences/events/performances

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Musical experiences at Thurgoland C.E. Primary School support not only skill development but also pupil wellbeing. Performing, listening, and working collaboratively in music provides opportunities to develop resilience, confidence, emotional expression, and a sense of belonging. The following experiences were offered in 2024–25 and will continue in 2025–26:

### 1. African Drumming Experience

- A visiting African drumming artist delivers a full-day workshop, demonstrating the instrument, sharing its origins, and performing for pupils.
- Pupils from KS1 and KS2, including SEND and Pupil Premium children, participate in small drumming ensembles of up to 15 pupils.
- This experience provides **cultural diversity** and hands-on ensemble playing.

### 2. Young Voices Live Music Performance

- Year 5 and Year 6 pupils participate in the massed choir at Utilita Arena, Sheffield (20,000 children).
- Pupils experience performing in a professional arena, witness live performances by professional musicians, and learn about stage management, sound, lighting, and musical direction.
- This long-standing event (25+ years) enhances confidence, teamwork, and performance skills.

### 3. Past Pupils and Parent Performances

- Invited past pupils, parents, and local musicians perform in school, supporting ad hoc performances alongside the school choir.
- Examples include Tom Masters (past pupil, professional musician) and community ensembles such as a Male Voice Choir.
- Pupils can observe musical career pathways and be inspired to develop their own skills.

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### 4. Opera North Big Sing Project

- Y5 pupils participate in workshops and a professional operatic performance at the Barnsley Metrodome, collaborating with singers, actors, and musicians.
- Two in-school workshops provide expert coaching in operatic singing.
- Enhances pupils' cultural capital, vocal technique, and ensemble skills.

#### **5. Rocksteady Music School**

- Rock and Pop band lessons are provided by a visiting music school on Thursday afternoons.
- Pupils rehearse, perform, and collaborate across year groups, culminating in a performance for parents each term.
- Parent-funded, this activity encourages teamwork, creativity, and practical music-making.

#### **6. Barnsley Youth Choir Workshops**

- Lower KS2 pupils take part in workshops and rehearsals, preparing for a public performance at Barnsley Metrodome.
- Pupils are encouraged to join local junior choirs as an enrichment opportunity.

#### **7. School Choir**

- Open to Y3–Y6, rehearsals take place weekly after school and during school time.
- The choir performs termly, including:
  - **Old Time Music Hall Sing-Along** (October, with local drama groups)
  - **Christmas Concerts** (with Bolsterstone Male Voice Choir and Thurgoland Community Choir)
  - **Y6 Summer Production** (Thurgoland Village Hall, ticketed, community performance)
  - **Penistone Arts Festival Performance** (March, Wortley Church)

#### **8. Whole School Church Services**

- Harvest, Christmas, Easter, and Y6 Leavers' Services provide opportunities for solo, group, and whole-school performances.

#### **9. EYFS/KS1 Nativity Performance**

- Whole-class involvement in musical and dramatic performances for parents, grandparents and carers.

#### **10. Weekly Hymn Singing Assembly**

- Whole school singing in two collective worship sessions.
- Songs link to school values, key Christian events, and seasonal themes.
- Introduction of "Musician/Composer of the Month" for KS2 to develop listening, critical appraisal, and musical history knowledge.



### **11. Half-Termly Music Assemblies**

- Celebrate instrumental learning from visiting peripatetic teachers (guitar, keyboard, flute, saxophone, brass).
- Performances by pupils and teachers inspire participation.
- Instrument hire and lessons available through Barnsley Music Hub (parent-funded).

### **12. Y6 Leavers' Performance**

- Pupils compose and perform their own Leavers' Song, showcasing skills developed throughout their time at Thurgoland.

### **13. Demonstration Performances**

- Visiting teachers and community bands demonstrate instruments and ensemble skills to inspire pupils.

### **14. Thurgoland's Got Talent**

- An auditioned school event celebrating singing, instrumental performance, and other performing arts.

### **15. Thurgoland Fun Day**

- Incorporates performances from local community ensembles such as concert bands, brass bands, and percussion/djembe groups.

## **In the future**

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

### **1. Curriculum Resources and Instruments**

- Replenish and expand the school instrument bank for use in curriculum lessons.
- Aim to increase access to a wider range of instruments, including those currently underrepresented in schools nationally (e.g., drums/percussion or brass), where staffing and timetabling allow.
- Deliver whole-class instrumental lessons using the school budget where feasible, in collaboration with Barnsley Music Hub.
- Encourage more pupils to explore instruments where there is a national shortage.

### **2. Staff Development (CPD)**

- Continue to engage with CPD provided by Barnsley Music Hub to ensure staff remain up to date with current practice.
- Provide training and peer support to ensure staff feel confident delivering the full music curriculum, including composition, appraisal and vocabulary.
- Increase the use of oracy in music lessons to support musical reasoning, vocabulary and critical thinking.

### **3. Community & Partnership Development**

- Forge further links with teenagers and musicians from the local secondary school, encouraging participation in wind bands, concert bands, guitar/ukulele ensembles and community choirs.
- Work collaboratively with other schools in our primary pyramid, sharing ideas, resources and good practice.
- Invite past pupils and local musicians to perform in school and share their musical journey.
- Invite parents and community choirs (e.g., Thurgoland Community Choir) to perform in school or support musical workshops.
- Promote local musical opportunities (e.g., Barnsley Youth Choir, Brassed Off events, Barnsley LIVE, Civic Hall concerts) through newsletters and leaflets.

### **4. Musical Enrichment and Pupil Experience**

- Develop a Listening Calendar / “Musician of the Month” programme across KS2 that introduces pupils to a diverse range of composers and performers across genres, cultures and time periods.
- Further develop the use of music technology to support composition and improvisation.
- Increase opportunities for pupils to listen to live music and perform in different contexts.

### **5. Clarity of Curriculum Outcomes**

All stakeholders (teachers, leaders, peripatetic staff, governors) will understand our core curriculum outcomes:

#### **Reception**

Sing, listen and explore sound using voice and instruments. Discuss musical elements in simple terms. Develop a love of music and confidence to perform in front of others.

#### **Year 1**

Sing, listen, and explore sounds using voice and instruments. Begin to control pitch, pulse, and rhythm in singing and playing. Perform simple songs and rhythms with growing confidence. Use basic musical vocabulary, including loud/quiet, fast/slow, high/low, to describe sounds. Develop creativity through experimenting with instruments and body percussion, building enjoyment and confidence in performing for others.

#### **Year 2**

Create and use pictorial notation. Read simple letter notation. Perform confidently using tuned and untuned percussion. Use basic vocabulary for the seven musical elements: pitch, melody, pulse/beat, rhythm, dynamics, texture and structure.

### **Years 3 & 4**

Use correct terminology for the inter-related dimensions of music. Apply this vocabulary in improvisation and composition. Perform with increasing confidence. Begin to use formal notation to record and refine compositions.

### **Year 5**

Develop confidence in performing on tuned and untuned instruments. Compose using formal and graphic notation. Analyse and appraise music using appropriate musical vocabulary. Take part in group performance projects, showing leadership and collaboration skills. Begin to explore different musical styles and genres in more depth.

### **Year 6**

Compose at least 4 bars of music using formal notation. Play a simple tune on an instrument. Use and explain vocabulary for the interrelated dimensions of music confidently. Leave with an awareness of musical styles, cultures and historical periods. Show enthusiasm for future musical participation — as performers or engaged listeners.

## **Further information (optional)**

The Department for Education publishes a [guide for parents and young people](#) on how parents can get involved in music both in and out of school, and where they can go to for support **beyond** the school.

The local [music hub](#) ([Barnsley](#)) has a local plan for music education in place from September 2025 that will include useful information on this.