

Music development plan 2026-2027



This summary sets out how the Federation of Ripley, Beckwithshaw and Kettlesing deliver high-quality music provision in the following areas:

- curriculum music
- extra-curricular music
- musical experiences

It reflects our music provision across the federation for the given school year and plans for subsequent years. It also refers to existing partnership with music hubs and other music education organisations that support the school with music provision. 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.

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Mrs Katy Lyne
Name of school leadership team member with responsibility for music (if different)	Miss Victoria Kirkman
Name of local music hub	North Yorkshire Music Hub
Name of other music education organisation(s) (if partnership in place)	North Yorkshire Music Service QE Outreach programme Red Kite (ITTs and ECTs) LBU, LTU, YSJ

Curriculum music

Music is timetabled for 1 hour a week at our schools and it is taught from Reception to Year 6, informed by the Kapow Music Scheme but enhanced by our music for pleasure offer, extra-curricular opportunities and the enrichment musical experiences we provide.

Timetabling: All children from Reception to Year 6 engage in music lessons and experiences, following our long-term plan. Music is timetabled for an hour each week during Autumn and Spring, following the Kapow Primary scheme with the focus in Autumn 2 shifting to a musical production/choir concert experience as well as a visit to or from a live performer. Spring/Summer term involves children completing further Kapow units and from Year 3, following the progressive instrumental scheme, prior to community productions/performances at the end of the Summer term.

Intent

- To help children develop a life-long love of music
- To focus on developing the skills, knowledge and understanding that children need to become confident performers, composers and listeners
- To introduce children to music from around the world and across generations in order to teach them to respect and appreciate the music of all traditions and communities

Implementation

In music lessons, children will develop and improve their singing skills and learn how to play both tuned and untuned instruments, improvising and composing music alongside listening and responding to it. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down.

The strands below are woven together to create engaging and enriching learning experiences...

- Performing
- Listening
- Composing
- History of music
- Inter-related dimensions of music

Over the course of their lessons in music, throughout their time in school, children will be taught to sing fluently and expressively as well as playing instruments accurately and with control. They will learn the names of the inter-related dimensions of music- pitch, duration, tempo, timbre, structure, texture and dynamics and use these creatively in their own improvisations and compositions.

The Kapow Primary Scheme follows a spiral curriculum model where previous knowledge and skills are returned to and built upon. Children progress in terms of tackling more complex tasks and doing the simple tasks better as well as developing knowledge and understanding of the history of music, staff and other musical notations and the inter-related dimensions of music stated above.

Music for pleasure

Our 'music for pleasure' plan supports and guides teachers to ensure that music is thoroughly enjoyed throughout the children's primary years and that they have opportunities to apply their skills to performances and compositions that they become involved in. Lessons are 'hands on' and incorporate music and dance elements, as well as making cross curricular links where possible. Lessons incorporate a range of teaching strategies from independent tasks as well as group and paired experiences- opportunities for improvisation and teacher-led performances.

Impact

The impact of this is that children become confident performers, composers and listeners who are able to express themselves musically. They will meet or exceed the end of Key Stage Two expectations outlined in the National Curriculum for music and they will respect and appreciate a wide range of musical styles, knowing more and understanding more. Children will understand ways in which music can be written down to support performances and composition work. They will identify their own musical preferences and be able to discuss these.

Partnerships

Our partnerships include the North Yorkshire Music Hub where we have access to resources to support our curriculum offer and also the North Yorkshire Music service who come into our schools to offer music lessons to our children. Our ITT and ECT partnership is with Red Kite Teaching Hub where our mentors can work alongside music specialists and gain new ideas to further develop music provision. We welcome students each year from LBU, LTU and York St John universities.

How we support children with SEND in Music

All children can achieve at their own level in music. Children with SEND are encouraged to explore how the music of a variety of genres, and from different cultures, makes them feel, and they express this through the means most suitable to their differing needs. They are encouraged to make music using tuned and untuned instruments that reflect their understanding and appreciation of a variety of stimuli that are adapted where needed.

What amendments are made to the subject in order to help children who need targeted support to achieve?

- Extra time to repeat listening to stimulus music, to form opinions, to experiment with tuned and untuned instrument
- Visual and multisensory prompts for musical terminology, instruments names, composers and other 'fact' based learning
- fostering a can-do attitude, particularly with regards to performance, and support to express how the music makes them feel
- A spiral curriculum (revisit and revise) - At the start of the lesson, children will be revisiting the vocabulary and key facts learnt (five fantastic facts) as part of our retrieval curriculum. This will give children with SEND more time and opportunities to understand the concepts and vital knowledge they need to access the learning.
- Visual word maps - where appropriate, we will create a visual word mat for children with SEND
- Adaptive teaching as in other subject areas

Assessment

It is important that knowledge and understanding as well as skills are assessed in music. Alongside assessing the skills of listening, performing, composing and improvising, we also need to capture pupils' understanding and knowledge of the history of music, staff and notation as well as the inter related dimensions. Skills can progress in terms of tackling more complex tasks but also with doing simple tasks better. We use quizzes to assess knowledge alongside videos of our children over time, composing and performing with recordings of verbal feedback where necessary. Additionally, the children can show their music appreciation and knowledge and understanding through half termly shorter written pieces of work. Key 'pre-prepared' questions within our scheme of work help with formative assessments alongside observations of our children during practical assignments.

Extra-curricular music

We have many opportunities for pupils to sing and play music outside of lesson times so that they can make progress in music beyond the core curriculum:

Beckwithshaw choir Kettlesingers Ripley choir

Federation Choir for Royal Hall and Harrogate concert

Opportunities to sing with Ripon Cathedral choir following auditions with Dr Krippner

Beckwithshaw Ukulele and recorder group Ripley drums

Annual sponsored sing and community event

North Yorkshire music lessons-one to one or group tuition offered (charge involved)

Children can enter the speech and drama festival in Harrogate annually. Where feasible, we signpost our parents to these opportunities via our newsletter and support the children in school.

Many of our children attend music and dance lessons and/or drama groups within our local area (charge involved)

Area Covered	Current Provision Questions	Comments	Who's responsible	Areas To Develop	Resources Required
Singing	What singing happens in the school day?	Daily singing in worship/assembly with songs purposely matched to the school value or theme. History of music- As children come into worship/assembly, they listen to music from a range of composers from different historical periods of music Singing as part of mental health and well being or within other lessons	KL (Music lead) and CH (RE lead) Class teachers	Consider showing history of music timeline visually in assembly/worship hall for daily reference	BBC ten pieces online Sing Up resources

Area Covered	Current Provision Questions	Comments	Who's responsible	Areas To Develop	Resources Required
	How are they accompanied? (Piano, backing tracks)	Backing tracks, Sing up models or children/teacher as instrumentalists	All staff leading assembly or teaching music in class	Monitoring of music assembly across schools	Kapow music resources Active Pick and Mix via North Yorkshire Sing Up resources
	Are choirs offered?	All three schools have choirs and we come together as a larger federation choir regularly for events Annually, the choir master, Dr Krippner from Ripon Cathedral comes in to school and the children can audition to be part of the singing group beyond school	KL, AB and CH	Continue seizing opportunities for choir performances and federation music making	Kapow music resources Active Pick and Mix via North Yorkshire Sing Up resources
	Can all children access choirs?	Yes-see above			
	Performance opportunities in-school and out?	Children use their performing skills in the Harvest service, and Christmas carol concert/play. The children have regular opportunities to listen to live performances involving music e.g. pantomime visit/theatre show/community musician Children apply their performing skills at the annual Royal Hall performance and the Harrogate Christmas choir event. The children share either their class compositions or knowledge of music history work with another class in school or the federation. Children use their performing skills in the summer production or summer music assembly (Music from around the world), using the content from the whole class instrumental lessons and solo/group volunteers- community link Y6 compose songs for leaving alongside their teachers	VK, EF and KL, CH Class teachers	The federation are leading on Royal Hall event next year	

Area Covered	Current Provision Questions	Comments	Who's responsible	Areas To Develop	Resources Required
		This year the federation will collaborate with RBO, joining their live lesson offers for enhancement opportunities Children regularly sing to the community in our celebration assemblies and in the annual sponsored sing event			
Ensembles	What ensembles are available to children?	Beckwithshaw recorder group Music club -Summer term at Beckwithshaw Ripley-drumming group	VK, EF, KL, HL, EM	Signposting to community ensembles More outreach opportunities involving music with QE	

Musical experiences

We organise musical events and opportunities for our children to give them musical experiences such as singing in assembly, shows and trips to professional concerts.

- Whole school music assembly experiences linked to curriculum themes e.g. World War music led by Year 6
- Composer studies and musical appreciation work within and beyond the curriculum
- Live performances from parents/carers/community members who are musicians as well as teachers
- Music during celebration assemblies – opportunities for solos, singing groups and whole school performances
- Trip to the pantomime as a federation (whole school)
- Church events such as 'Opening up Christmas' and 'Opening up Easter' (both Key Stages)

In the future

- Develop Oracy framework in wider curriculum subjects including music so that Oracy can be seen in action in the following ways...
- *Rehearsing as a group and singing as an ensemble.*
- *Listening with concentration and providing feedback about other children's and composers' work.*

- Expressing opinions respectfully.
- Collaborating in a group.
- Discussing composition or personal preferences using musical vocabulary.
- Reasoning about instrument choices and justifying choices of instruments or sounds in compositions using musical vocabulary.
- Modifying tone of voice.
- Building confidence when using their voice.
- Embed three evidence-informed strategies and resources to make singing accessible for children with SEND (including vocal alternatives such as Makaton)
- Enhancement opportunities-RBO live lessons

Achieved 24-25

- Further fundraising in order to ensure all three schools in our federation have Chrome books so that they can make use of more online applications to support their music education
- Develop further links with local secondary schools
- Increase the number of children who have lessons with North Yorkshire Music service so that capacity for an 'in school' ensemble increases

Further information for parents and carers

[Music education: information for parents and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

<https://northyorkshiremusichub.co.uk/>

<https://northyorkshiremusichub.co.uk/request-lessons-with-the-music-service/>

<https://harrogatemusiccentre.org.uk/>