



Music Development Plan Summary

Thwaites School

Academic year covered: 2026–27
Date published: September 2026
Date for review: July 2027
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Overview

At Thwaites School, we believe that every child should experience the enjoyment, creativity and sense of achievement that music can provide. Our aim is to enable all pupils to sing, play instruments, listen, compose and perform together, while giving them the confidence and foundations required to continue developing their musical interests.

Music is a valued and visible part of school life. All pupils receive weekly curriculum music, and children are given regular opportunities to sing, play instruments and perform for different audiences. Our small-school setting enables pupils of different ages to make music together and ensures that every child can play an active part in performances and special events.

Our music provision is inclusive and accessible. Curriculum lessons, the school choir, instruments and school performances are available to all pupils without charge. Where a voluntary contribution is requested towards travel or the cost of an event, no child is excluded because their family is unable or chooses not to contribute.

Part A: Curriculum Music

All pupils receive one hour of curriculum music each week.

Early Years and Key Stage 1

In Class One, music is taught through a school-designed curriculum informed and supported by Kapow materials. Pupils study one unit during each half term, with learning adapted appropriately for children in Nursery, Reception, Year 1 and Year 2.

Pupils develop their musical knowledge and skills through singing, listening, movement, playing instruments, improvising, composing and performing. Learning is carefully sequenced so that children revisit and build upon important musical concepts, vocabulary and practical skills.

Early Years pupils experience music through developmentally appropriate activities that encourage exploration, listening, movement, singing and the creation of sounds. These experiences support children's communication, physical development, creativity, confidence and self-expression.

Key Stage 2

In Key Stage 2, pupils receive weekly whole-class brass tuition from a specialist peripatetic music teacher. Children learn to play the cornet, trumpet or baritone and develop their understanding of notation, rhythm, pitch, pulse, dynamics, musical expression and ensemble performance.

Each child is provided with an instrument to use in school. Pupils may also take their instruments home to practise once a signed agreement confirms that the instrument will be treated responsibly.

Whole-class tuition enables every Key Stage 2 pupil to learn an instrument and experience the discipline, enjoyment and cooperation involved in playing as part of an ensemble.

Key Stage 2 pupils also participate in three World Music Days during the academic year. These provide focused opportunities to explore music from different traditions and cultures through listening, performing and composing. They complement the brass curriculum and help ensure broad National Curriculum coverage.

Across the school, pupils are taught to:

- use their voices expressively and creatively;
- listen carefully and respond to a wide range of music;
- play tuned and untuned instruments;
- understand and use musical vocabulary;
- recognise and apply musical notation where appropriate;
- improvise, compose and develop musical ideas;
- rehearse and perform individually and with others;
- evaluate their own and others' music; and
- encounter music from different periods, traditions and cultures.

Singing

Singing is an important part of school life. Pupils sing every week and at special occasions throughout the year, including the Harvest Festival, Christmas carol service, Easter service and end-of-year assembly.

Singing supports pupils' musical development while strengthening confidence, memory, expression and a sense of belonging to the school community.

Inclusion and adaptation

Music teaching is adapted to ensure that all pupils, including those with SEND, can participate and succeed.

Adaptations may include:

- additional modelling and repetition;
- simplified instrumental or vocal parts;
- adult support;
- flexible groupings;
- adjusted expectations; and
- alternative ways to participate or demonstrate musical understanding.

Success in music can take different forms. Pupils are encouraged to contribute in ways that recognise their needs, strengths and growing confidence.

Assessment

Assessment in music is purposeful, proportionate and closely connected to the curriculum.

In Early Years and Key Stage 1, teachers assess pupils during lessons through observation, questioning, listening and reviewing their musical responses and performances. Teachers also make end-of-unit judgements to identify what pupils have understood and can do.

In Key Stage 2, the specialist music teacher assesses pupils' development across important areas of musicianship, including performance, technique, musical understanding, listening and participation.

Assessment is used to identify strengths, address misconceptions and inform future teaching. It is based primarily on professional judgement and pupils' musical development rather than unnecessary written recording or data collection.

Part B: Co-curricular Music

School choir

Thwaites School has a weekly choir that is open to children of all ages. Participation is free.

The choir enables pupils to develop their voices, learn a varied repertoire, perform with others and contribute to school and community events. It also gives children an additional opportunity to develop their confidence and enjoyment of music.

Instrumental opportunities

The school does not currently offer separate individual or small-group instrumental tuition. However, every Key Stage 2 pupil receives specialist whole-class brass tuition as part of the curriculum.

Children frequently play instrumental pieces at school services, celebrations and community events. These performances give pupils a purpose for their practice and help them develop confidence in performing for an audience.

Supporting musical progression

Pupils who develop a particular interest in brass playing are encouraged to continue their learning through **Holborn Hill Training Band**. Several Thwaites pupils have already taken up this opportunity.

The school will continue working with families, the local brass band and Cumbria Music Hub to help interested pupils identify appropriate opportunities for further tuition, ensemble playing and performance.

Part C: Musical Experiences

Pupils are given regular opportunities to perform and share music with others. These include:

- weekly singing;
- school choir performances;
- brass performances;
- Young Voices;
- the Christmas production;
- the Christmas carol service;
- the Harvest Festival;
- the Easter service;
- end-of-year performances and assemblies;
- church gatherings;



- performances at community events; and
- World Music Days.

Every child is encouraged to participate in school performances. These experiences help pupils build confidence, develop stage presence, work collaboratively and experience the enjoyment of sharing music with an audience.

Families may occasionally be asked for a voluntary contribution where an event involves significant travel or participation costs. No pupil will be excluded because their family is unable or chooses not to contribute.

The school recognises that pupils do not currently have enough opportunities to experience live professional music. Increasing access to high-quality live performances is therefore an important development priority.

Partnership with Cumbria Music Hub

Thwaites School is a member of the **Cumbria Music Hub Lead Schools Network**.

We joined the network to share how a small village school can provide successful and ambitious music education and to strengthen our links with musical opportunities across Cumbria. Membership will help the school remain informed about live performances, larger ensemble events and other opportunities in which our pupils may participate.

The network is still at an early stage of development. Initial discussions have identified the importance of involving more secondary schools so that communication, collaboration and musical progression between primary and secondary education can be strengthened.

Through the network, Thwaites School aims to:

- share effective practice;
- contribute to curriculum development;
- support professional learning;
- strengthen partnerships between schools;
- promote the contribution of small rural schools to music education;
- improve communication between primary and secondary schools; and
- increase pupils' access to regional musical opportunities.

Development Priorities for 2026–27

Priority 1: Increase access to live professional music

Actions

- Work with Cumbria Music Hub and the Lead Schools Network to identify appropriate live performances.
- Explore opportunities for visiting musicians to perform in school.
- Investigate visits to concerts or other live musical events.
- Consider digital or streamed performances where distance makes attendance difficult.

Intended impact

Pupils experience high-quality live music and develop a broader understanding of different musicians, instruments, styles and traditions.

Priority 2: Strengthen composition

Actions

- Review planned composition opportunities across the curriculum.
- Ensure pupils have regular opportunities to create, develop, rehearse and evaluate their own musical ideas.
- Strengthen the connection between listening, performing and composing.
- Ensure that composition develops progressively across year groups.

Intended impact

Pupils compose with increasing confidence and independence and can explain the musical choices they make.

Priority 3: Develop progression routes beyond whole-class brass

Actions

- Continue promoting Holborn Hill Training Band to interested pupils and families.
- Work with Cumbria Music Hub to identify further tuition, ensemble and performance opportunities.
- Provide families with clear information about how pupils can continue developing their musical interests.
- Strengthen links between primary and secondary music provision through the Lead Schools Network.

Intended impact

Pupils who wish to continue their musical development can access appropriate opportunities beyond the school curriculum.

Priority 4: Expand performance opportunities

Actions

- Maintain established performances at school, church and community events.
- Create further opportunities for the choir and brass pupils to perform.
- Explore participation in larger ensemble events through Cumbria Music Hub.
- Ensure that performances remain inclusive and accessible to all pupils.

Intended impact

Pupils perform regularly for different audiences and develop confidence, pride, teamwork and musical expression.

Priority 5: Contribute to the Cumbria Music Hub Lead Schools Network

Actions

- Attend and contribute to Lead Schools Network meetings.
- Share the school's experience of delivering ambitious music provision in a small rural setting.
- Support stronger communication and collaboration between primary and secondary schools.
- Help identify opportunities for joint performances, ensembles and professional development.

Intended impact

Thwaites School contributes actively to music education across Cumbria while securing additional opportunities and stronger progression routes for its pupils.

Priority 6: Explore the proposed music accreditation scheme

Actions

- Remain involved in discussions about the development of the proposed accreditation scheme.
- Consider how the scheme could recognise high-quality music provision in different school contexts.
- Contribute the perspective of a small rural primary school where appropriate.
- Review any expectations before deciding whether the school should work towards formal accreditation.

Intended impact

The school remains informed about the proposed scheme and can make an evidence-based decision about future participation once its expectations are clear.

Monitoring and Review

The quality and impact of music provision will be monitored through:

- lesson visits and informal drop-ins;
- listening to pupils' performances and musical outcomes;
- pupil voice;
- discussions with class teachers and the specialist music teacher;
- curriculum and assessment reviews;
- evaluation of enrichment and performance opportunities;
- participation in Cumbria Music Hub activity; and
- annual review of this development plan.

Progress against the priorities will be reviewed during the academic year. The Music Development Plan Summary will be formally reviewed and updated by July 2027, ready for the following academic year.