

Music development plan summary: Callington Primary School

Overview

Detail	Information
Academic year that this summary covers	2026 - 2027
Date this summary was published	29.09.26
Date this summary will be reviewed	12.07.27
Name of the school music lead	Sarah Attridge
Name of local music hub	Hall for Cornwall

	Music Development Plan
1 – Overall objective	<i>Pupils leave Callington Primary School having developed a love of music and an understanding of how to make music.</i> Pupils develop a lifelong love of music. They are given the opportunities to experience a high-quality range of recorded and live music and learn to play a range of instruments, including the voice, with increasing skill and confidence.
2 – Key components	<i>Music curriculum, following the CUSP curriculum, including use of music technology, singing and instrumental teaching (untuned and tuned instruments – glockenspiel and keyboard*) – EYFS, KS1, KS2, SEND</i> <i>External peripatetic music teachers.</i> <i>Links with ASONE Hub</i> <i>Performance opportunities for school choir</i> <i>Whole school singing assemblies</i> <i>Performance opportunities in assemblies and/or in front of parents.</i> <i>Regular whole school performances outside of curriculum – EYFS nativity, Year 1/2 nativity, Year 3/4 harvest assembly, Year 5 Easter assembly, Year 6 production.</i>

3 – Classroom instrumental teaching	Untuned and tuned percussion – Years 1 and 2 Glockenspiels – Years 3 and 4 Keyboards* – Years 5 and 6 All children will carry out singing based blocks every year.
4 – Implementation of key components	<i>School now follows the CUSP curriculum long term sequence where there is a significant focus on revisiting the curriculum with the aim of mastering key knowledge and skills that are built upon;</i> <i>Please see attached the long-term sequence.</i> <i>Assessment is conducted by recording audio/video at the end of each unit, where applicable. Peer/self-assessment evaluation is used regularly to share evaluative progress and identify areas for improvement.</i> <i>Weekly singing assemblies highlight the importance of the ‘togetherness’ of music and singing.</i> <i>Themed music played during weekly assemblies and at the start of the school day (before registration).</i>
5 – Communication activities	<i>Parents informed of opportunities via school newsletter.</i> <i>Photo/audio recordings of children’s performances shared with parents using social media/Dojo Class Story where possible.</i>
6 – Evaluation process for the success of the Music Development Plan	<i>Regular review school plan - what is working? What are our successes? What needs more support? Where is the support available from? What changes need making?</i>
7 – Transition work with local secondary schools	<i>Contact made with Callington Community College. Plans for secondary students to come to our school to perform for the whole school and deliver workshops with some year groups.</i>
8 – Budget materials and staffing	<i>Annual subscription to SingUp, this will be discounted by 20% by being a part of the CUSP curriculum.</i> <i>Charanga subscription through Hub Lead Organisation - Hall for Cornwall</i>

	<i>Visiting music teachers through ASONE and Cornwall Music Service – paid by parents.</i> <i>Rocksteady – paid by parents.</i> <i>CPD – Autumn Conference - £75</i> Keyboards required for year 5 / 6 curriculum. Exploring options for acquiring these.
9 – Pupil Premium and SEND provision	<i>Quality first teaching for all pupils.</i> <i>Subsidies available for pupil premium pupils who engage with 1:1 music lessons.</i> <i>Rocksteady bursary place. They also provide matched pupil premium funding, which we are not using at the moment.</i> <i>SEND pupils have opportunities to play adapted instruments where necessary.</i> As part of the planning and preparation for the delivery of each block, teachers will need to consider how specific activities or pedagogy may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson.
9 – Summary action plan (below)	

Explaining Context	Achieving Clarity	Achieving Consistency	Achieving Capacity	Staged Outcome/Impact	Monitoring of Impact
(rationale/evidence/ SEF for priority)	(defining priority and time frame delivering clarity)	(actions/tasks delivering consistency)	(actions/tasks/costs/resources/training /personnel delivering capacity)	(define success/measurable KPIs including pupil achievement targets)	(triangulation/key questions)
Priority 1: Strengthen pupils' foundational musical knowledge by embedding consistent progression,	By December 2026, monitoring to be carried out to identify targets for embedding key musical concepts and foundational knowledge.	Teachers to identify key knowledge and focus on this during units of learning. Strong focus on key vocabulary. Clear, visual expectations of	Music lead requires time for monitoring and possible pupil conferencing.	Pupils will have strong foundational knowledge in music, supporting their progression through the years. Pupils will be able to recall previous learning and use vocabulary accurately.	

vocabulary development and opportunities for retrieval across the music curriculum.		skills progression across the primary age range.			
Priority 2: Increase performance opportunities for children, aiming for once per term. (parents/other classes or year groups/whole school assembly)	By January 2027, all children across the school will have had the opportunity to perform to others.	All teachers to arrange performance opportunities for pupils termly. Consider holding these performances during sharing learning sessions or assemblies. Assessment opportunity.	No additional cost for performances. Arrangements to be made in advance and parents to be informed of performances with plenty of notice via Class Dojo. Teachers/Subject lead to consider how best this would work with various units across the year. Subject lead cover may be required for some workshops/events.	Pupils confidence when performing will grow and children will engage more with curriculum, knowing they are working towards a performance.	
Priority 3: Provide purposeful adaptations within music lessons, aiming to find a way to engage all pupils.	By July 2027, staff will feel confident to identify adaptations to suit all pupils.	Subject lead to monitor this through observations. Pupil voice - Conferencing/questionnaires with SEN and disengaged pupils to develop approaches.	Potential time weaved into staff meeting/KS2 meeting to discuss/develop adaptations in music.	Pupils will be engaged within music lessons. Teachers will have a secure understanding of how to adapt lessons/activities to support the needs of all pupils.	
Priority 4: Develop opportunities for pupils to attend live performances across a range of genres. Strengthen links with local groups and other schools through performances.	By December 2026, all pupils will have attended their first performance of the year.	Across the year, all pupils will attend at least 3 musical performances of varying genres. Some year groups will attend Subject lead to arrange performances and make links with local groups/musicians.	Minimal additional cost – arrangements will be made with those willing to visit on a voluntary basis first and foremost. Voluntary donations may be required with some groups.	Pupils to have an inspirational and exciting experience of musical performance tailored to their age and stage of development.	

Review Evidence:					
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Callington Primary School's Long Term Sequence:

	Autumn	Spring	Summer
Year 1 / 2 Cycle A	Y2 – Block B Singing Being together in music Control the voice – choir	Y2 – Block C Untuned percussion Rhythm and pulse Compose short patterns ** Cover ostinato	Y2 – Block F Singing Emotions through music Choose sounds to create an effect
Year 1 / 2 Cycle B	Y1 – Block A Singing Being together in music Control the voice – nursery rhymes	Y1 – Block D Untuned percussion Tempo & dynamics Identify changes in sounds (fast/slow, loud/soft)	Y1 – Block E Singing Emotions through music Responding to music
Year 3 / 4 Cycle A	Y4 – Block B Singing Texture Sing parts in an ensemble (harmony)	Y4 – Block C Glockenspiel Musical notation Revisit the staff	Y4 – Block D Singing History of singing Singing for entertainment (opera/theatrical/modernism)
Year 3 / 4 Cycle B	Y3 – Block A / C Singing Texture / History of singing Sing parts in an ensemble (round) / Singing for togetherness	Y3 – Block B Untuned percussion Rhythm Recognise beats in a bar (time signatures / metre)	Y3 – Block D Glockenspiel Musical notation Introduce the staff **Cover composition
Year 5	Y5 – Block B Singing Structure Identify parts of a song	Y5 – Block C Keyboard Musical notation Follow musical notation	Y5 – Block E Range of instruments Composition Perform including composition
Year 6	Y6 – Block A Singing Musical stories Cultural and social – lyrics. **Cover Block C skills	Y6 – Block D Keyboard Musical notation Create simple notation	Year 6 production