

Music development plan summary: Cockwood Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Laura Mitchell
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Devon Music Hub
Name of other music education organisation(s) (if partnership in place)	

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 that pupils can achieve.

Music is taught on a Tuesday afternoon in all 3 classes. This is taught for half an afternoon every week throughout the year. Documentation on curriculum plan and progression can be seen. Every lesson encompasses elements of listening, appraising, playing and composing. Children progress in the quality of the sound they make, the amount of notes they can play and change between and the way that they can read notation. Lessons comprise on a healthy, varied diet of Charanga, BBC Ten Pieces, WCET and ABRSM Music 200.

All children will play an instrument in every year of their school journey.

EYFS – Percussion opportunities/ some recorder if chosen

Year 1 – Glocks/ Recorder

Year 2 – Glocks/ Recorder/ Dood

Year 3 – Glocks/ Dood

Year 5 – Glocks/ Dood

Year 6 – Glocks/ Dood

Students progress from recorder to Dood, which has the same fingering and notation, but uses a more sophisticated embouchure. This year, we have managed to hire a set of Eb clarinets, which Class 1 will use for the year.

Glocks remain as a constant throughout the child's learning journey at Cockwood, to allow for wider opportunities for composition, improvisation and exploration of musical styles, covering all areas of the curriculum.

We own a class set of recorders, 20 glocks, 40 doods and have hired a class set of Eb clarinets for the year.

For EYFS, they take part in whole class quality singing and musical games with Year 1, but are then able to explore a range of tuned and untuned percussion within their continuous provision. This progresses throughout the year and is in line with books of the week and overarching themes. It follows children's interests, using 'in the moment' planning to facilitate organic musical endeavour.

Teachers assess summatively using target tracker, using the objectives to check for coverage and the summative steps to check for progress. Teachers and children record learning within a 'Big Book of Music', to collect knowledge that needs to be remembered, and to collect class opinions and snippets of learning. This helps children to know more and remember more. Teachers and children also utilise recording of playing to help inform progress. Teachers have the advantage of keeping students for 3 years at a time, meaning they have a secure understanding of students' progress, weakness and strengths, and the needs of their pupils. In UKS2 children also have small music notation books, which are used for composing and practising using formal notation. This book is used regularly both for recording small compositions and for playing from in front of peers.

We are raising the profile of composition and children's own musical direction by using 'Performer Corner' to highlight musical endeavour across the school.

Children's voice is heard through input in the Class Music Book, and by feedback given to the Music Lead through pupil meetings and whole school music assemblies. There is also an envelope available for musical suggestions and ideas on the Music display, which highlights our 'Musician of the Month' focus.

We use 'Musician of the Month' to support and complement our music assemblies and understanding of the history of music/ genres/ important artists.

Teachers regularly liaise with LB on curriculum updates and progression. LB supports teachers in the delivery of Doods. When available, teachers also learn from peripatetic teachers to upskill themselves.

Part B: Co-curricular music

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.

All children, regardless of background or ethnicity are given the opportunity to make music, experience live music, sing, compose and play. Music is a binding thread that links us all together, and we actively try to remove the barriers that differences in cultural capital put in place. Pupil premium students are targeted with musical opportunities off site, and are offered 50% off peripatetic music lessons. PP children are targeted and prioritised in musical trips and opportunities and we have great links with parents.

There is a Choir that runs all year, available for free at lunchtimes weekly for children in Year 2 upwards. They sing a repertoire of ballads and pop hits, providing a contrast from songs sung within singing assemblies. There is a focus on performance, with children always working towards a performance of a kind – Teacher Rock at Exeter Cathedral, Devon County Show on the Baandstand, Christmas Carols etc. They are very present and well known within the community and have raised money for various charities.

Throughout the year, smaller Choirs also form for various performances. For the Ivy Trust show a Class 1 Choir formed, and for Cockwood's Got Talent the children formed another smaller Choir. Children enjoy music making around the school and on the playground.

Within both Music lessons and cross-curricular, children learn about the history of music and a range of impactful repertoire that reflects a time period or have been influential. This is mirrored in our 'Musician of the Month' sessions, which focus on influential musicians across the world and history.

Music assemblies happen every Thursday, led by the Music lead. To enter and leave assembly, music is either chosen from ABRSM Classroom 200 or the musician of the month. A discussion is then had around it's features and it's place in history. Children are encouraged to develop their own musical point of view and opinion, and it is ok if they do not like the song. We also use 'Desert Island Disks', where members of staff talk about the most important songs in their life. All these opportunities encourage thoughtful and intentional listening and appraising of musical pieces. During music assemblies, songs are sung from Sparkyard, covering a range of seasonal songs, collective worship and songs for pleasure. Children sing in parts and some in harmony.

Peripatetic lessons are offered throughout the day and throughout the week. We currently offer lessons on: guitar, ukulele, drums, clarinet, saxophone, flute and violin. These take place either in the local village hall or upstairs in a room away from classrooms. These lessons mostly happen during morning sessions. Children form their own ensembles and bands based off friendships and mutual enjoyment of music, with peripatetic teachers supporting these unions, offering 'group' lessons to work on band material for performing.

Part C: Musical experiences

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 are incredibly important to our school, and every child is expected to join in with multiple musical opportunities throughout the year. Some of these opportunities/ events include:

- Weekly singing assemblies, rehearsal for shows, collective worship
- Harvest Festival at Cofton Church (Choir singing and whole school singing)
- Carol Service at Cofton Church (Choir singing and whole school singing)
- Whole School Christmas Show and the Langstone Cliff Hotel (Whole school singing, solos, part and harmony).
- Class Assemblies – 1 a term, Class 1 in Autumn, Class 2 in Spring, Class 3 in Summer (Singing, instrumental playing)
- Musical Showcase for Peripatetic Parents – All peripatetic students perform to their teachers, the school and parents.
- Year 6 Musical Show at Langstone Cliff Hotel – A Junior musical production with license. (Solo singing, harmony, parts, performing on a large scale)
- Ivy Trust Performance at NAC (Singing in part, harmony, composition and instrument playing)
- Cockwood's Got Talent (Instrument playing, singing, performing, composing)
- Teacher Rock at Exeter Cathedral – Choir singing
- Application in for Chorister Outreach programme.
- Devon County Show Performance – Choir
- Dawlish Bandstand Singing to turn on the lights – Choir

Links with external music organisations are made when relevant and in line with curriculum content and progression. Daisi is used to provide musical workshops that engaged and inspire and provide opportunities for music making on a larger scale that we cannot provide with our small site.

We constantly seek to provide external musical experiences, with every child experiencing live music/ external workshops at least once a year. This will be through:

- Regular 'Music in the Castle' trips
- Peripatetic teacher assemblies, performing to the children
- BSO Performance
- Music Show cases
- Ivy Education Trust Performance – Year 9/10/11 performing and playing

- Laura Loft Music Workshop
- Kip Pratt Sessions/ Workshops
- Links with Performing Arts School 'Stage Coach' to watch students perform.

In the future

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

- Find and facilitate larger ensemble playing within the Trust and see this through to fruition in regards to costing and staffing.
- Find ways to promote more children taking up peripatetic lessons, and seeing these through to a higher level (grading etc.)
- Ensure all new staff are familiar with routines and curriculum expectations.
- Continue to develop assessment systems for tracking WCET progress.