

## Music development plan summary: Clifton All Saints Academy Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	V Sykes
Name of school leadership team member with responsibility for music (if different)	n/a
Name of local music hub	Inspiring Music
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

The intention of our music scheme is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. 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. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school. Kapow Primary's Music scheme of work enables pupils to meet the end of key stage attainment targets outlined in the National curriculum and the aims of the scheme align with those in the National curriculum.

Music is taught for an hour a week. In EYFS children are taught through continuous provision activities as well as shorter whole class music activities.

Our curriculum takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise, demonstrate and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

In Upper Key Stage 2 the children are taught by a music specialist.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs and disabilities. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning. The children have IEPs which employ a small-steps approach, feature significantly in the provision that we make in the School. By breaking down the existing levels of attainment into finely graded steps and targets, the School ensures that children experience success. The School supports children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, the School does not withdraw children from the classroom situation. There are

times though when, to maximise learning, the School asks the children to work in small groups, or in a one-to-one situation outside the classroom.

## **Part B: Extra-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.

At CASA we offer a range of musical opportunities outside of lesson times:

- one-to-one violin, piano lessons with an external peripatetic teacher (lesson fee)
- choir club
- opportunity to participate in Young Voices at the O2 in Year 5 (trip fee)
- Christmas village singing opportunities

Pupil Premium children have access to school subsidised fees for music trips/clubs.

## **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 that are planned for the year include:

- daily singing within collective worship
- singing within school productions/shows
- opportunity to join the school choir
- carol concert in KS2
- opportunity to participate in Young Voices at the O2 in Year 5 (trip fee)
- singing within school productions and school events
- sing as part of the anti-bullying concert at a local secondary school (Yr 5)
- sing in church each half term
- attend Christmas Pantomime at local theatre (trip fee)

Trips and musical tuition are subsidised for a short period of time to support musical development.

## **In the future**

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

- Widen music tuition opportunities
- Look to Inspiring Music
- Specialist music lead

## Further information

If your child is interested in music lessons or activities outside school Inspiring Music Hub Bedfordshire runs lots of clubs and activities.

<https://www.inspiringmusic.co.uk/>

Kayleigh Tir is a peripatetic music teacher who teaches violin and piano lessons in school time. If you are interested in your child starting lessons please contact her.

<https://www.violinandviolakayleigh.uk/>

Five ways to spark your child's interest in music:

<https://www.bbc.co.uk/teach/bring-the-noise/articles/zb878xs>

The Department for Education publishes a guide for parents and young people on how you can get involved in music in and out of school, and where you can go to for support beyond the school.



HM Government



Speak to your music teacher and discover what you can get involved in, and what help you can get to make music.



The government published **The Power of Music to Change Lives** – The National Plan for Music Education – in 2022 to help all young people have a brilliant music education, regardless of where you are in the country or your background.