

Connor Downs Academy Music Development plan 2024/25

Detail	Information
Academic year that this summary covers	2024/2025
Academy	Aspire Multi-Academy Trust
Local authority	Cornwall Council
Date this summary was published	03/09/2024
Date this summary will be reviewed	20/07/2025
Name of the school music lead	Mathew Foulds
Name of school leadership team member with responsibility for music	Janice Eddy
Name of local music hub	ASONEhub
Local Music Service	Cornwall Music Service Trust (CMST)

1 – Overall objective

We provide a high-quality music education that engages, inspires and challenges children to develop a love of music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement. From EYFS up to the end of KS2, the children are taught specific knowledge and skills that they build upon as they journey through school. They develop their ability to explore, create, improvise, present and evaluate in music. Children learn about the interrelated dimensions of music, musical vocabulary and develop an appreciation and understanding of a wide range of music from different traditions and from great composers and musicians. We provide opportunities for all children to learn a musical instrument through whole-class instrumental tuition in Key Stage 2. We provide a range of music clubs throughout the year. Children are given abundant opportunities to perform both within school and the wider community.

<p>2 – Key components</p>	<p>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND inclusion. Classroom teaching Whole class instrumental tuition (First Access) Individual and Group instrumental tuition Links with external music organisations Choir Whole school singing assemblies. Performance opportunities including in school and external large scale. Links with community groups and events Trips, excursions and visiting musicians to experience live music. Additional funding from hub/charities/fundraising CPDL</p>
<p>3 – Curriculum music- Classroom teaching</p>	<p>The school uses the Charanga scheme of work. Each unit of work within the Charanga scheme comprises the of strands of musical learning which correspond with the national curriculum for music:</p> <ol style="list-style-type: none"> 1. Listening and Appraising 2. Musical Activities: <ol style="list-style-type: none"> 1. Warm-up Games 2. Optional Flexible Games 3. Singing 4. Playing instruments 5. Improvisation 6. Composition 3. Performing <p>All activities are based around a song.</p> <ol style="list-style-type: none"> 1. Games embed the Interrelated Dimensions of Music through repetition. 2. Singing is at the heart of all the musical learning. 3. Playing instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children. 4. Improvising with the song using voices and instruments occurs in some Units of Work

5. Composing with the song using instruments occurs in some Units of Work

The Charanga scheme has an integrated, practical, exploratory and child-led approach to musical learning. Units of work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Each unit has differentiated activities, enabling the teacher to assess and gauge when children are ready to progress and step up to the next level.

Several of the Charanga units have been replaced to tailor the curriculum to the specific skills of teachers and the resources the school possesses such as whole class teaching of the ukulele in year 4, spring term 2.

Connor Downs Academy is fortunate to be able to offer whole class brass lessons with music specialist Kirsten Burden in year 4 for the whole of the autumn term with a performance as a final session at the Christmas Fayre. The brass lessons are fully funded by First Access.

4 – Implementation of key components

Music curriculum, including use of music technology – EYFS, KS1, KS2

SEND inclusion.
See point 8 below.

Classroom instrumental teaching
First Access and music curriculum lessons - See point 3 above.

Termly meetings with music subject leads from Aspire with support from CMST and ASONEhub.

Solo performances in school events and concerts.
Children invited and encouraged to play their instruments during class music lessons.

Choir

After school club open to all ages. Children given opportunities to perform at school concerts, external large-scale events organised by CMST and ASONEhub including Songfest as well as seasonal events such as carol singing at retirement homes in the local community.

Whole school singing assemblies.

Weekly singing assemblies delivered by Matthew Foulds involving a mix of music genres, seasonal, cultural and celebratory songs.

Performance opportunities

SONGFEST - annual singing event with ASONEhub
St Pirans Day choir performance opportunity
Year 4 Christmas brass performance for parents
Whole school Christmas carol service
School assemblies and instrumental concerts

Trips, excursions and visiting musicians - live music experiences.

Music workshops with Halye school
Visiting folk musicians

CPDL

Develop Music long term plan so high-quality lessons are provided by teachers as well as music specialists. Training to be provided for all staff delivering music where necessary.

<p>5 – Communication activities</p>	<p>Music coverage shared with parents/carers through publication on website, recordings and performances. Photos and videos of lessons, events, performances, visits shared via termly newsletter on website. Parent/Carers invited to Christmas performances at both school and church venues.</p>
<p>6 – Evaluation process for the success of the Music Development Plan</p>	<p>Music subject monitoring and development leadership trail:</p> <ol style="list-style-type: none"> 1. Lesson observations by HT/DHT 2. Pupil conferencing 3. Floor book evidence 4. Recorded/filmed evidence. 5. Staff meetings and training 6. Review planning 7. Review assessment and progression. 8. Ongoing training
<p>7 – Budget materials and staffing</p>	<p>Budget set by headteacher with details of funding for:</p> <ol style="list-style-type: none"> 1. Curriculum music staff 2. Classroom instrumental teaching 3. Whole school music enrichment activities 4. General wear and tear to instruments/musical resources and replacement costs. 5. Subscriptions to musical resources. 6. CPDL

8 SEND provision

Inclusive practice is at the heart of planning. Inclusion - All SEN children are given the same opportunities to access the music curriculum to support the development of a wide range of skills. Lessons are scaffolded for all SEN children during the implementation of lessons, to ensure their engagement, understanding and enjoyment.

The headteacher as SENCo reviews the access arrangements for SEND children within our music curriculum lessons and amends and adapts provision where necessary.

**9 – Into the Future
Summary Action Plan**

Link with local secondary schools.

Communicate with secondary schools to link instrumentalists up with secondary school ensemble/workshop opportunities.

School Band

Look at ways to develop a school band.

Develop the summer term Rock band after school club.

Ukulele

Introduce ukulele lessons at school through specialist teacher across KS2.

Cultural events

Look into setting up a combined Hayle schools St Piran's choir evening concert.