



Music Development Plan

School: Pencoys Primary School

Trust/local authority: Cornwall Council

Local music hub: Cornwall Music Service Trust CMST

Music lead: Sarah Hocking

Music specialist: Christine Judge

Headteacher: Catherine Bonds

Date written: 18/06/2024

Review date:

Music Development Plan	
1 – Overall objective	<p>A balanced music curriculum enables the children to develop their musical creativity through practical and exploratory opportunities to develop as performers, song makers, composers, improvisers and listeners. Through deliberate practice, children become fluent in their knowledge of music.</p> <p>As they move through school, the children should also develop an increasing understanding of the history of music, learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Music promotes diversity and is used to express the children’s personal, emotional, social and cultural identity which in turn enhances children’s cultural capital. Children not only learn about music but they will develop a love of music, becoming musicians who are able to share and perform using their new knowledge.</p>
2 – Key components	<ul style="list-style-type: none"> • Music curriculum, including use of music technology – EYFS, KS1, KS2, • SEND inclusion • Classroom instrumental teaching • Links with external music organisations • Pupil Premium student engagement • Opportunities for gifted and talented pupils • Choir • Whole school singing assemblies • Performance opportunities • Trips, excursions and visiting musicians • Additional funding from hub/charities/fundraising • Succession planning and CPD



3 – Classroom instrumental teaching	<ul style="list-style-type: none">• Whole class ukulele with music specialist (Cheryl Brandish) in year 3 for a whole term. Fully funded by First Access• Samba with music specialist (Andy Bilham) in years 3, 4, 5 and 6 for half a term (in some cases more)• Delivery of Model Music Curriculum (accompany, improvise, compose, perform) by music specialist (Christine Judge) and class teachers using a wide range of instruments.
4 – Implementation of key components	<p>Music curriculum, including use of music technology – EYFS, KS1, KS2 Cornwall Music Service Trust CMST are used to provide the school with professional music specialists which deliver weekly lessons to the children for at least 18 weeks of the academic year. In addition, class teachers use Charanga’s MMC scheme to deliver high quality music lessons. See separate planning documents.</p> <p>SEND inclusion See point 8 below. Also plans to develop music therapy sessions.</p> <p>Classroom instrumental teaching See point 3 above</p> <p>Links with external music organisations https://cmst.co.uk/ https://asoneperform.com/feed https://charanga.com/site/ https://voicesforlife.org.uk/ The Minack Theatre Trust Termly meetings with music subject leads from academy school with support from CMST. Yearly networking and training.</p> <p>Pupil Premium student engagement See point 8 below</p> <p>Opportunities for gifted and talented pupils</p> <ul style="list-style-type: none">• 1:1 instrumental lessons (drums, keyboard, violin and guitar) some taking graded exams. Instrumentalists invited to events (Chapel Street Music Penzance) where they experience high quality live music and get the opportunity to play with and be part of an ensemble.• Solo performances in our Festival of Arts.• Children encouraged to play their instruments during class music lessons. <p>Choir and digital music clubs. After school clubs, open to all ages. Children given opportunities to perform their songs and digital music during assemblies, Festival of Arts and Summer Fair.</p>



	<p>Whole school singing assemblies Weekly singing assemblies – mix of music genres, seasonal, celebratory songs. Harmonies introduced.</p> <p>Performance opportunities Year 5 Samba at Murdock Day Year 4 perform (singing) at the Minac Theatre - The Minack Theatre Trust Year 3 perform (singing) in Truro Cathedral – Voices for Life Year 3 ukulele performance in assemble Whole school Christmas carol service and KS1 nativity Spring term whole school Festival of Arts (singing and instruments) Summer year 6 production</p> <p>Trips, excursions and visiting musicians</p> <ul style="list-style-type: none"> • Music workshops (Heartlands) Cluster school events. • Bournemouth Symphony Orchestra visit to whole school. • Trip to hear and appreciate travelling world class choirs (Truro School) • Whole school musical theatre trip to Hall for Cornwall. <p>Additional funding from hub/charities/fundraising</p> <ul style="list-style-type: none"> • Pupil Premium part funded instrumental lessons through CMST • Year 3 ukulele - The First Access Project is a 12-week programme of whole-class instrumental teaching led by a Hub-approved deliverer. It consists of one planning meeting, ten instrumental sessions and one review meeting. Pupils will learn the basic skills of playing the ukulele with the aim of continuing their learning journey following First Access. Teachers will build upon their existing musical skills and gain confidence in delivering whole-class instrumental teaching. • Plans to access music therapy sessions for SEND and behaviour and emotional support <p>Succession planning and CPD 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.</p>
<p>5 – Communication activities</p>	<ul style="list-style-type: none"> • Half termly music coverage shared with parents/carers in learning grid (Dojo) • Photos and videos of lessons, events, performances, visits shared via newsletters and Class Dojo. • Parent/Carers invited to all performance opportunities (see point 4) • Letters sent out and Class Dojo messages detailing events, performances, lessons etc • Plans to develop a flyer for current and perspective parents – including information on 1:1 music lessons and funding support.



6 – Evaluation process for the success of the Music Development Plan	Music subject monitoring and development leadership trail: <ul style="list-style-type: none">• lesson observations• pupil conferencing• floor books• recorded evidence• staff meetings and training• review planning• review assessment and progression• ongoing training
7 – Budget materials and staffing	Budget agreed with headteacher with details of funding for 1) curriculum music staff, 2) classroom instrumental teaching, 3) enrichment activities, 4) instruments/general resources wear and tear costs, 5) subscriptions to resources. Review of PPA time and how this could potentially be covered by music curriculum lessons. CPD and capacity planning – plan CPD for HLTAs and interested classroom teachers to increase specialist music provision
8 – Pupil Premium and SEND provision	<ul style="list-style-type: none">• Quality First Teaching• 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 and understanding.• Instruments are chosen to meet individual needs of SEN children• Hearing impaired child supported and included, whole school learns how to sign songs in singing assemblies• With school's SENCo, review the access arrangements for SEN children within curriculum music lessons and beyond; review music curriculum with SENCo to consider special adjustments for children with additional needs.• Individual instrument lessons (drums, keyboard, violin, guitar) subsidised for PP / FSM• Donated instruments loaned to Pupil Premium children for home practice• Update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.



<p>9 – Summary Action Plan</p>	<p>Music therapy Contact Sally Holden at CMST to set up music therapy for September 2024</p> <p>Communication plan Develop an informative flyer for prospective and current parents and carers</p> <p>Transition work with local secondary schools Email secondary school for a conversation about transition arrangements for this academic year; have a summary document of all children currently having instrumental lessons, singing in choir, or attending ensembles ready for this meeting. Invite in music teachers from local secondary school to meet the children.</p>
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