

Music Development Plan Cringleford Primary School

School: Cringleford CEVA Primary School
Trust/local authority: Diocese of Norwich
Local music hub: Norfolk Music hub
Music lead: Kirsty Denton
Headteacher: Julia Humphrey

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	Music Development Plan
1 – Overall objective	At Cringleford Primary School we aim for all our pupils to develop a life-long love of music, in a school with a musical atmosphere through a wide range of quality musical experiences which engage and inspire them. At the heart of the music curriculum are creativity, curiosity, community and excitement and children who are developing increased self-confidence, self-esteem and collaborative skills. We aim to build a curriculum with musical sound at the cornerstone with a progressive pathway for every child. Music opportunities will support children’s mental health and allow them time to express their emotions. Children will perform, listen and analyse critically, sing, improvise and compose music and understand the musical elements as building blocks within music. Spiritual Development - we use music as a powerful tool to help children connect with their thoughts and emotions through the experience of listening to a wide range of musical styles. By composing and performing, children are given the freedom to express themselves creatively, allowing their unique talents to shine and flourish.
2 – Key components	➤ <i>Music curriculum providing a diverse range of musical experiences</i> ➤ <i>Progressive instrumental teaching of glockenspiel, recorder, ukulele and keyboard within KS2 lessons.</i> ➤ <i>Visiting music teachers</i> ➤ <i>Links with external music organisations</i> ➤ <i>Pupil premium student engagement</i> ➤ <i>CPD</i> ➤ <i>Whole school singing assemblies</i> ➤ <i>Performance opportunities</i> ➤ <i>Opportunities to enjoy live performances</i> ➤ <i>Musical engagement with feeder secondary schools</i> ➤ <i>Additional funding from hubs/charities/fundraising</i>
3 – Classroom instrumental teaching	<i>At EYFS music is delivered through holistic practice as an integral part of early development. Singing is integrated throughout the day.</i> <i>At KS1 music is delivered by class teachers, in Year 1 children use their voices and untuned percussion. In Year 2 children use percussion and voices.</i> <i>At KS2 music is taught by music specialists. Year 3 and 4 children use their voices, learn to play glockenspiel, recorders, Year 5 and 6 learn to play ukulele, keyboard and cajon.</i> <i>Lessons are fully inclusive with adaptations of instruments made for students with physical disabilities, deeper skills and knowledge for those who already play instruments and support for SEND to enable all students to make progress.</i> <i>For world music use of instruments from the music hub or other schools are used. We enrich this through links with our curriculum such as Black History Month.</i>

4 – Implementati on of key components	Music Overview Visual.docx Music progression 2024.docx Links with external music organisations – we aim to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to hear live music through music assemblies, theatre trips etc Pupil premium student engagement – our plan talks about engaging children in wider enriching experiences such as supporting the funding for instrumental lessons and wider activities, alongside special invitations to events and experiences. Succession planning and CPD – we chose to employ a musical specialist to teach Key Stage 2. The music specialist supports KS1 class teachers to deliver KS1 music and they lead training through staff meetings. We aim to investigate increasing music specialist delivery in KS1 during PPA time. Sing and Worship – provide a weekly KS1 / KS2 singing. Performance opportunities – we provide a range of performance opportunities for children in school and beyond for parents to attend: Christmas concerts, music showcase, class music assemblies for parents showcasing music curriculum music, Nativities and end of year 6 production, performances at the local care home.. We aim to explore performance opportunities from the music hub e.g. CASMA, The Royal Norfolk Show. Live performances – we shall complete a parent and teacher survey to complete an audit of musical skills available within our community with a view to invite them into school to perform. School ensemble – we aim to liaise with music hub to set up a school ensemble to be run by a visiting music teacher. Musical engagement with feeder secondary schools – we engage with the local high schools to support transition and with a local private school with whom we have established a hub and spoke partnership. Additional funding from hub/charities/fundraising – we reactively try to find additional funding for music from the local music hub, local charities and fundraising in school from performances.
5 – Communicatio n activities	<i>Please see the website for regular news items and for links to events.</i>

6 – Evaluation process for the success of the Music Development Plan	The music lead and Headteacher hold termly meetings to assess the progress of the programme. We make termly contact with the local music hub to give feedback and receive additional support on any difficulties encountered.
7 – Transition work with local secondary schools	We have a good relationship with our main feeder school and for all transitions we ensure that we communicate a pupil's musical interests and abilities where relevant.
8 – Budget materials and staffing	At the start of each financial year, we agree a budget for music resources and discuss details of funding for instruments/general resources, wear and tear costs and subscriptions to resources. We also meet to review PPA time in KS1 and how this could potentially be covered by music curriculum lessons. We plan CPD for classroom teachers to increase quality of music provision at KS1 and keep KS2 staff informed.
9 – Pupil Premium and SEND provision	Each term, the music specialist and SENCo meet to review the access arrangements for SEND children within curriculum music lessons and beyond.
10 – Summary Action Plan	➤ Maintain the employment of a music specialist to work with KS2. ➤ Consider extending this to KS1 from September 2025 ➤ Complete parent and teacher voice to audit skills in the community and invite those with musical skills to come in and demonstrate, encourage peripatetic teachers to perform in assemblies by April 2025 ➤ Arrange a meeting to discuss budgets April 2025 ➤ Schedule CPD with music specialist for KS1 teachers. ➤ Review the curriculum map with clear progression of knowledge and skills for KS2. ➤ Audit technology within the school and plan for its use within the music curriculum. ➤ Create a database of pupils who learn an instrument, highlighting those eligible for PPG ➤ Review budget and ensure equality of provision for children who cannot afford to access paid-for provision by March 2025.
11 – In the future	➤ Establish a dedicated music room (space dependent) in school with instruments already set up for use and spaces for rehearsals. ➤ Increase lesson time at KS1 to an hour a week ➤ Embed the use of music technology for all year groups.