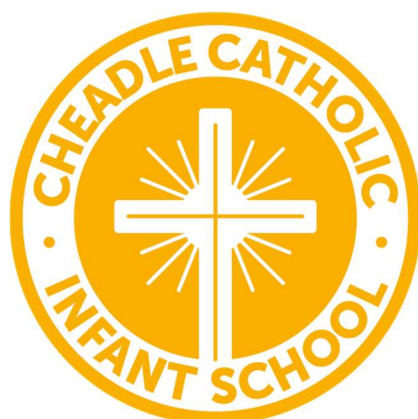


Music Development Plan summary:



Overview

Detail	Information
Academic years that this summary covers	2024-26
Date this summary was published	Summer 2024
Date this summary will be reviewed	September 2026
Name of the school music lead	Jolene McMonagle/ Grace Marshall
Name of school leadership team member with responsibility for music (if different)	Pamela Glynn
Name of local music hub	Stockport

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.

Overall Objective:

At Cheadle Catholic Infant School music is a central part to our school community and therefore reflects in many areas of our daily lives. Every pupil within our school has access to participate in engaging and stimulating musical learning every week, providing them with building blocks to succeed and develop their skills and knowledge throughout EYFS, Key Stage one and beyond. Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people.

Our curriculum is clearly mapped out with opportunities for progression for all children from the start of their school education. Our music curriculum has been developed and delivered by a specialist music teacher who teaches lessons weekly in every year group.



Music Curriculum
Overview (1).docx

Key Components:

The education of music is integral to our whole school curriculum and therefore we ensure that:

- Every child takes part in a whole class curriculum music lesson every week, which is linked to our skills based progression framework
- Year 2 pupils are encouraged to take part in school choir weekly and have opportunities to perform in the community and with local schools.
- A specialist teacher is employed to lead and plan the music lessons.
- The music coordinator and staff participate in professional development opportunities and take an active role in weekly curriculum music lessons.
- Pupils have opportunities to perform and share their progress to parents and carers
- A range of genres of music are played throughout the day in the hall, giving pupils the extended opportunities to develop their listening skills
- Pupils have access to a range of instruments during their music lessons.
- Each year group have a focused composer of the half term across different musical genres, who they listen to and complete reflection tasks on half termly, linking to the history of music.



Composer of the
half term .docx

- A range of tuned and untuned instruments are used within the music lessons
- A focused music genre is played throughout the day in the hall, giving pupils the opportunity to listen to styles they may not have heard before (this changes half termly)

Classroom Instrumental teaching:

- All pupils have access to a range of untuned and tuned instruments during their music lessons. For example Bamboo Tamboo, Boom whackers, Claves, chime bars, glockenspiel, cajon.

Impact

Pupils within our school enjoy their musical lessons, they have experience with playing tuned and untuned percussion and are engaged with different genres of music, they are keen to compose and perform, reflecting and evaluating upon music heard and learnt. The interest of pupils is shown through attendance at extra- curricular music sessions, positive pupil feedback via music ambassadors and a number of performance opportunities. The impact of the curriculum will be reviewed throughout the year, via lesson observations, class 'Music floor books' and 'pupil voice'.

Pupil Progress and Attainment

Progress within each lesson, with clear, measurable learning objectives for every year group are linked to assessment via specific descriptors for each area of attainment. There is a focus upon pupil response, reflection and appraisal in developing their own musical ideas.

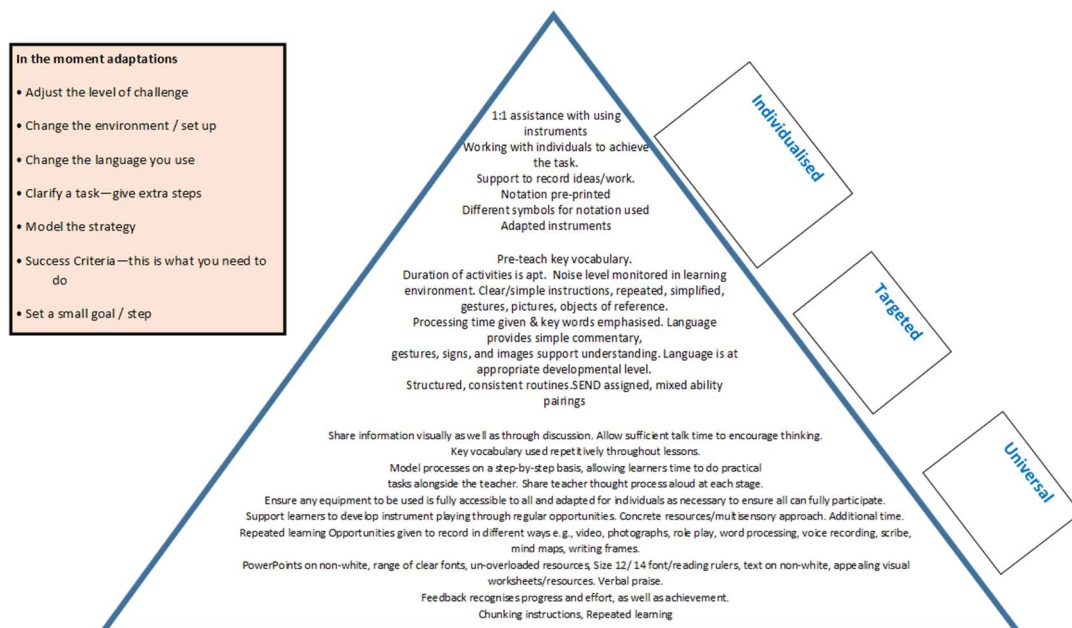
Music progress and attainment is assessed half termly in order to ensure that:

- School leaders, music coordinator and music teacher continually aim to improve, innovate and monitor the provision.
- Any gaps in learning can be identified and rectified with adaptations to planning.
- Musical activities identify and target specific needs for every pupil and broaden their musical skills.
- The assessment focuses are linked to the progression grid and planning and are based on pupil's ability to take on creative risks and apply skills learned with confidence.

Evidence of the progress made across the year is shown through half termly videos of individual pupils and class 'performances'.

SEND:

Quality first teaching ensures that all children with SEND can access all areas of the music curriculum.



Teaching is adapted to meet the needs of ALL children.

<https://www.cheadle-inf.stockport.sch.uk/curriculum-2/subjects/music/>

Music Curriculum:

EYFS – All children have access to 45 minute music lessons taught by either music specialist or class teacher with support of music specialist. They have a weekly whole school assembly

which includes whole school singing. Every day begins with listening to music from the composer of the half term and each half term the class has a lesson which incorporates reflecting on what they have heard. Every lesson includes singing and use of either a tuned or untuned instrument, which is part of whole class ensemble.

Year 1/2 – All children have access to 45 minute music lessons taught by music specialist. They have a weekly whole school assembly which includes whole school singing. Every day begins with listening to music from the composer of the half term and each half term the class has a lesson which incorporates reflecting on what they have heard. Every lesson includes singing and use of either a tuned or untuned instrument, which is part of whole class ensemble.

All music curriculum lessons are informed by model music curriculum, national curriculum music programme of study Key stage 1 and Sing up.

We are in partnership with another local cluster school which provides opportunities for joint music projects and performances.

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.

Our school offers a Year 2 choir, which is provided free of charge to all pupils. This is weekly throughout the year and is led by a music specialist. Children within the choir perform at school events, local shops and as part of cluster school performances.

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.

Children sing weekly in whole school assemblies, this may be a hymn or song for the particular time of the year.

EYFS children all perform in the school nativity, this includes many songs throughout the performance.

Year 1 children all perform in the Easter Story, this includes a range of appropriate songs.

Year 2 all perform a yearly carol concert in the local church.

All children partake in a class assembly each year which include a number of singing opportunities.

Year 2 Choir perform at Christmas fair, Local supermarket, Summer fair, Church events, and masses, carol concert and cluster school musical production.

In the future

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

We are going to continue to embed our new music curriculum.

Ukulele is new to our improvement plan we are going to look at embedding this into our instrumental offering to pupils.

Ukulele Group once a week. This includes loan of the ukulele. (20 max)

The development of music ambassadors to engage further with developing music outside the classroom, look at ways of providing musical opportunity in Forest School and on playground.

Sharing the half termly performances from each class with parents to engage parental involvement further via email or twitter.

Link with local feeder high school to bring some of the young musicians across to perform and encourage our young pupils. Junior Children and St James orchestra to perform to our children.

Provide guidance to parents from music hub on how to access music outside of school via email/twitter.

All children in Year 2 will be taught how to play the ukulele during their time in school

Music Ambassadors for each class meet termly with music coordinator to discuss music provision and opportunities for development.

We will invite parents who are musicians in to school to perform to the children.