

Music development plan summary: Mount Charles School

Overview

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	25/09/24
Date this summary will be reviewed	25/09/25
Name of the school music lead	Tom Bartlett
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	AsOne Music Hub
Name of other music education organisation(s) (if partnership in place)	Cornwall Music Service Trust

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.

Our school Music curriculum is taught through the scheme of Sing Up which meets the requirements of the National Curriculum for Music and approaches of the Model Music Curriculum. Through Sing Up, pupils learn how to play, sing, compose and improvise on a variety of tuned and untuned instruments including glockenspiels, ukuleles, djembe drums and recorders. In doing so they understand the different principle of each method of creating notes, as well as how to read basic music notation. The dimensions of music are embedded in the Sing Up scheme and are therefore taught in the classroom lessons so that pupils are able to use the language of music to dissect the different dimensions, understand how it is made, played, appreciated and analysed. This in turn, feeds their understanding when listening, playing, or analysing music. In the Early Years, pupils compose and perform using body percussion and vocal sounds, which develops the understanding of musical elements, and later go on to handling and playing hand

percussion instruments. Every year group has 1 hour of music teaching per week every half term.

Curriculum organisation

1-year programme by year group

- Nursery: the units of work for Nursery contain a series of activities built around a warm-up or song. They are designed to be flexible so you can dip in and revisit regularly.
- Reception: Reception units have been set out into four 3-lesson units per term to give 12 units across the year. The units are based on 30-minute lessons, and some include additional advice for activities that can be offered as part of Continuous Provision.
- KS1: KS1 units are organised into 6- and 3-lesson blocks, with the equivalent of 12 weeks teaching each term. The units are based on 40-minute lessons. The first unit in the Autumn

term for Years 1 and 2 includes a progression snapshot activity that is returned to in the Spring and Summer terms to help you track and evidence pupil progress.

KS2: KS2 units are organised into 6- and 3-lesson blocks, with the equivalent of 12 weeks teaching each term. The units are based on 50-minute lessons. The first unit in the Autumn for all KS2 year groups includes a progression snapshot activity that is returned to in the Spring and Summer terms to help you track and evidence pupil progress.

Year 6 also have a rich music diet throughout the year as they prepare and practise songs for the Christmas show and, in the summer term, put together an end-of-year musical production, a leavers' assembly and a parents' assembly where they will perform and showcase their samba band.

Inclusion and provision for SEND



Supporting Every Child with SEND

MUSIC

ADHD

(Attention Deficit Hyperactivity Disorder)

- Meet the child's need for physical activity and plan music lessons with a range of moving and hands-on (kinaesthetic) learning activities,
- Help children to manage their arousal levels, but allow children 'time out' when they show they are in need of a break from the lesson,
- Allow children time to let out their impulsiveness when handling new instruments - these may be introduced prior to the lesson so that they become familiar,
- A 'stress ball' or other fiddle object agreed by the SENDCO may help children concentrate and stop them using musical instruments inappropriately during a lesson,
- Reward children for joining in and completing tasks - both individually and as part of a group.

DYSPRAXIA

- Ensure children have a large enough space to work in,
- Allow children extra time to practise, with movement breaks where needed,
- Don't choose these children to go first - they may need to pick up on cues from other children in order to process how to do something correctly,
- Pair children with a sensitive partner who knows what they're doing,
- Clearly demonstrate how to handle equipment, and don't draw attention to the awkwardness of their movements.

ASD

(Autism Spectrum Disorder)

- Keep daily routines (e.g. seating plans) as normal as possible and consult the child beforehand if there is going to be a change - give the child options to choose from in this case,
- Allow time to process information, and don't put the child on the spot by asking questions publicly, unless you know they are comfortable with this,
- Be aware that a child with autism is likely to experience sensory processing difficulties where they may be either over-responsive or under-responsive to sensory stimuli e.g. singing or noises & sounds from instruments,
- Allow children to have planned and unplanned sensory breaks or use fiddle toys that won't disrupt other children when necessary,
- Pupils may struggle to work in a group and prefer to work on their own due to communication difficulties,

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.

Extra-curricular music

We currently offer weekly peripatetic lessons in piano, keyboard and violin. These lessons can be subsidised for anyone eligible for pupil premium.

Every child will have the opportunity to learn a variety of instruments including: the ukulele, recorder, chime bars, djembe drums, cornet, trumpet and samba percussion with the school's music specialist teacher and through the First Access program. The First Access program – provided through CMST - consists of 12 music lessons and the pupils each have access to their own instrument for those sessions. By the end of the 12 sessions, pupils will perform to the school and/or parents in a small concert.

Year 3-6 have an opportunity to join the school choir, performing in concerts at school, in the community or with other local schools and at exciting venues e.g. The O2 arena in London. All of our children have the opportunity to perform solo or with their classmates during music lessons, Christmas shows, end of year shows or singing assemblies.

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.

Music Experiences at Mount Charles School

- St Austell Festival of Music and Speech – an opportunity for the choir to perform and get professional feedback.
- The choir perform at our school Christmas tree lights event at which parents can watch.
- An EYFS/KS1 Christmas nativity performed in front of parents.
- A KS2 Christmas production which is held at the local secondary school where parents can book tickets to watch two showings (afternoon and evening). This included singing, instrumental performances, poetry and acting.
- Young Voices concert for children in the Choir at the O2 Arena, performing with thousands of other children from across the country.
- Song Fest – A small number of children will attend the concert in the evening in person. The remaining children will join in with the virtual concert in school. They will focus on a range of songs picked by Asone and perform as a large choir.

- Music Hubbub – for any pupil premium children who have had peripatetic music lessons during the year. An opportunity for them to explore dance, other instruments and ensembles through different workshops.
- Year 2 will perform to parents the songs they have learnt on the recorder in the summer term.
- Year 4 will perform to parents what they have learnt on the ukulele in the summer term.
- Year 5 will perform to parents what they have learnt on their brass instrument through the First Access program in the summer term.
- Year 6 showcase their musicality in the summer term by putting on a musical production, a samba celebration/parent assembly, and a leaver’s assembly. Parents will book free tickets to watch the production over two evening showings and it will also be watched by the whole school too.

In the future

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

Next steps:

- Broaden instrumental lessons to include brass instruments and guitar.
- Continue to embed the new curriculum and make any changes to units based on feedback from children and staff throughout the year.
- To start up singing assemblies again for the whole school.
- Ensure all year groups have an opportunity to perform for parents in the summer term.

Further information (optional)

“**ASONE** Perform CIC became the lead organisation for the music hub in Cornwall. The **ASONE** Hub is a partnership of local and regional organisations working together to support the music education of young people in Cornwall. The Hub leads on the strategic development of music education locally and works with a variety of organisations and individuals to meet local needs. We are constantly striving to ensure that we reach all children and young people, regardless of age, location or interests.”

[PROGRAMME | ASONE Hub \(asoneperform.com\)](http://asoneperform.com)