

# Music Development Plan Summary

## Carclaze CP School



Detail	Information
Academic year this summary covers	2024/25
Date this summary was published	15/11/24
Date this summary will be reviewed	15/11/25
Name of the school music lead	Natasha Wright
Name of school leadership team member with responsibility to music (if different)	
Name of local music hub	ASONE Music Hub
Name of other music education organization(s) (if partnership is in place)	Cornwall Music Service Trust

## Music Objective

At Carclaze, we aim for every child to have access to high-quality, practical, and engaging musical experiences. We want all children to develop the self-confidence, skills, knowledge and understanding to develop a lifelong love of music, whilst also providing a secure foundation that enables them to take music further should they wish too.

**We are musicians:** Children will learn to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians. As musicians, children will understand and explore how music is created, produced and communicated through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre and texture. They learn to sing and use their voices, to create and compose music on their own and with others.

## Key Components

- Music delivered weekly across all Early Years, Key Stage 1 and 2 classes which uses the 2021 Model Music curriculum. Learning is enriched through a range of video and audio resources from 'Sing Up' and access to a range of tuned and untuned instruments.
- Weekly singing assemblies which cover a range of songs and themes.
- After school enrichment clubs including choir, musical theatre and recorder.
- Ongoing performance and concert opportunities in school and the wider community.
- Musician of the Month – We cover classical composers, traditions and popular artists from every continent but have also woven the 9 protected characteristics of the Equality Act, 2010 in our list of studied musicians.
- Opportunities for professional musicians to work alongside class teachers and deliver 12-week whole class instrumental teaching through the First Access Programme.
- A whole music team working within Cornwall Education Learning Trust, a passionate curriculum lead and peri staff to deliver individual and group tuition.
- Access to current Professional Development opportunities, resources, music projects and instrument hire through ASONE Cornwall Hub.

## Classroom Instrumental Teaching

At Carclaze School we implement the music curriculum through the pathway of the 'Sing up' scheme, which meets the requirements of the National Curriculum for Music, the suggested approaches of the Model Music Curriculum, as well as the Statutory Framework for Early Years Foundation Stage and Music Development Matters. Through Sing Up, pupils learn how to play, sing, compose and improvise on a variety of tuned and untuned instruments including glockenspiels, ukuleles, boom whackers and recorders. Each unit is carefully broken down with support and guidance for all staff to be able to deliver high quality, inclusive music provision across both key stages. Every year group has 1 hour of music teaching per week every term.

The scheme ensures all children sing, listen, play, perform and evaluate. This is embedded as a whole school approach through classroom activities and extra-curricular activities.

**Assessment and Progression:** Unit and lesson-by-lesson learning outcomes are included within each weekly session to inform teaching. The collecting of evidence to demonstrate pupil progress is written into each year group's units of work – a 'Progression snapshot activity' – as part of a Unit at three points during the year – September, February, and June.

Impact of the curriculum in music is also monitored through:

- Learning conversations – pupils are able to talk confidently about their learning in music to adults and to each other.
- Lesson visits
- Performances within class and to a wider audience.
- Additional assessment opportunities: Self, peer and group assessment.

## Curriculum Organisation

### 1-year programme by year group

- **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 Year 1 and 2 includes a 'progression snapshot' activity which is returned to in the Spring and Summer terms to help 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 term for all KS2 includes a 'progression snapshot' activity which is returned to in the Spring and Summer terms to help track and evidence pupil progress.
- In addition, all children prepare and practice songs for a Christmas show which is performed to lower year groups and parents. In the Summer term Year 6 put together an end of year musical production and leaver's assembly for pupils, staff and parents.

## Co-curricular Music

We currently offer peripatetic lessons in voice, keyboard, piano 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, samba percussion and p buzz through the First Access Program. The First Access Program – delivered through Cornwall Music Service Trust – consists of 12 music lessons where by the children are taught and encouraged to play an individual instrument loaned through ASONE instrument hire. By the end of the 12 sessions, pupils will perform to the school and/or parents in a small concert.

Year 2-6 have the opportunity to join in the school choir, performing in concerts at school, in the community or with other local schools in exciting venues. Each half term we hold a small performance for parents to showcase new songs learnt and their love of singing. All of our

children have the opportunity to perform solo or with their classmates during music lessons, Christmas performances or end of year shows.

At Carclaze we hold weekly singing assemblies for Year's 1- 6 which covers a range of themes and tradition and contemporary songs. We also enjoy learning traditional Cornish songs in both Cornish and English. In addition to this we celebrate a musician of the month which covers classical composers, traditions and popular artists from every continent but have also woven the 9 protected characteristics of the Equality Act, 2010 in our list of studied musicians.

## Pupil Premium and SEND Provision



## Strategies for supporting pupils with SEND in Music lessons.

Individual Need	Here's how we support everyone...
<p style="text-align: center;">Attention Deficit Hyperactivity Disorder</p>	<ul style="list-style-type: none"> <li>✓ Meet the child's need for physical activity and plan music lessons with a range of moving and hands-on (kinaesthetic) learning activities.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ Reward children for joining in and completing tasks - both individually and as part of a group.</li> </ul>

Anxiety	<ul style="list-style-type: none"> <li>✓ Sit the child where they feel most comfortable during the lesson.</li> <li>✓ Let the child know who is there to support them. This may be a particular friend, group of friends or an adult.</li> <li>✓ Be aware that anxious children may not have the confidence to perform in front of others.</li> <li>✓ Learn to spot a child's triggers, and what the child looks like in a heightened state of anxiety.</li> </ul>
Autism Spectrum Disorder	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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 &amp; sounds from instruments.</li> <li>✓ Allow children to have planned and unplanned sensory breaks or use fiddle toys that won't disrupt other children when necessary.</li> <li>✓ Pupils may struggle to work in a group and prefer to work on their own due to communication difficulties.</li> <li>✓ Prepare the child for what is coming - picture cues and discussing what the lesson will be like is helpful.</li> <li>✓ Provide ear defenders for those children who may be sensitive to the noise of singing or instruments.</li> </ul>
Dyscalculia	<ul style="list-style-type: none"> <li>✓ Replace passive teaching methods with experiential learning for children - 'doing' will bring more interaction and success than just 'watching'.</li> <li>✓ Allow children to demonstrate and teach what they can do.</li> </ul>
Dyslexia	<ul style="list-style-type: none"> <li>✓ Pastel shades of paper and backgrounds will reduce 'glare' when reading music or following musical notations.</li> <li>✓ Use large font sizes and double line spacing where appropriate.</li> <li>✓ Avoid 'cluttered' backgrounds with lots of unnecessary images.</li> <li>✓ Colour code text or musical phrases - e.g. one colour for me to play/sing, another colour for my partner.</li> </ul>
Dyspraxia	<ul style="list-style-type: none"> <li>✓ Ensure children have a large enough space to work in.</li> <li>✓ Allow children extra time to practise, with movement breaks where needed.</li> <li>✓ 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.</li> <li>✓ 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.</li> </ul>
Toileting Issues	<ul style="list-style-type: none"> <li>✓ Sit children close to the door so they may leave the room discreetly to go to the toilet and not draw attention to themselves. Use toilet passes or prior permission as applicable.</li> <li>✓ Be aware that anxiety associated with public music performances may trigger pain or a need to go to the toilet.</li> <li>✓ When a school trip or concert is coming up, talk to the child and parents about specific needs and how they can be met.</li> </ul>

<p>Hearing Impairment</p>	<ul style="list-style-type: none"> <li>✓ Prior to the lesson, ask the child where they'd prefer to sit.</li> <li>✓ If they have hearing loss in only one ear, make sure they have their 'good ear' facing the teacher where applicable.</li> <li>✓ Discreetly check if the child is wearing their hearing aid.</li> <li>✓ Clearly demonstrate or play sounds that are loud enough to hear. Repeat any questions asked by other students in the class before giving a response, as a hearing-impaired child may not have heard them.</li> <li>✓ Remove all barriers to lip-reading. Make sure the child can clearly see the teacher.</li> <li>✓ Share the lesson using a laptop with headphones or other assistive technology.</li> <li>✓ Provide lists of subject-specific vocabulary or song lyrics which children will need to know, as early as possible.</li> </ul>
<p>Cognition and Learning Challenges</p>	<ul style="list-style-type: none"> <li>✓ Work will be carefully planned and differentiated, and broken down into small, manageable tasks.</li> <li>✓ Use picture cards and visual prompts to remind them what to do and keep children on track.</li> <li>✓ Physically demonstrate what to do rather than just rely on verbal instructions.</li> <li>✓ Avoid children becoming confused by giving too many instructions at once. Keep instructions simple and give specific, targeted praise so children know exactly what they are doing well.</li> </ul>
<p>Speech, Language &amp; Communication Needs</p>	<ul style="list-style-type: none"> <li>✓ Be aware of the level of language that children are using, and use a similar level when teaching to ensure understanding.</li> <li>✓ Use signs, symbols and visual representations to help children's understanding and ability to follow a piece of music with different notes or instruments.</li> <li>✓ Respond positively to any attempts pupils make at communication - not just speech.</li> <li>✓ Provide opportunities to communicate in a small group and be fully involved in the activity.</li> </ul> <p>Use non-verbal clues to back-up what is being said e.g. gestures</p>
<p>Visual Impairment</p>	<ul style="list-style-type: none"> <li>✓ Sit children where they have the best view of the teacher and the board/resources.</li> <li>✓ To help children who are sensitive to light and glare, use window blinds and screen-brightness controls to regulate the light in the room.</li> <li>✓ Add more light to an area if necessary.</li> <li>✓ Children may benefit from high-contrast objects and pictures.</li> <li>✓ Ensure children wear their prescribed glasses.</li> <li>✓ When using instruments, describe them as they are being used in terms of the material they are made from and what they look like.</li> </ul> <p>Children could have access to the instruments before the lesson so that they become familiar with them through touch first.</p>
<p>Experienced Trauma</p>	<ul style="list-style-type: none"> <li>✓ Understand behaviour in the context of the individual's past experiences.</li> <li>✓ Always use a non-confrontational, trauma informed approach that shows understanding and reassurance, using playfulness, acceptance, curiosity and empathy.</li> <li>✓ Actively ignore negative behaviour. Praise good behaviour and reward learning.</li> <li>✓ Incorporate opportunities for humour and laughter in music lessons (laughter reduces the traumatic response in the brain).</li> <li>✓ Adults to support and coach traumatised children in ways to calm themselves and manage their own emotions. <ul style="list-style-type: none"> <li>✓ Allow children the use of a pre-agreed breakout space when something in the classroom triggers an emotional outburst.</li> </ul> </li> </ul>

## Tourette Syndrome

- ✓ Be aware that tics can be triggered by increased stress, excitement or relaxation - all of which may be brought on by music.
- ✓ Ignore tics and filter out any emotional reaction to them. Instead, listen and respond with support and understanding.
- ✓ Manage other children in the room to avoid sarcasm, bullying or negative attention being drawn to a pupil's tic.
- ✓ Avoid asking a child *not* to do something, otherwise it may quickly become their compulsion. Instead, redemonstrate how to do something correctly.
- ✓ Be sensitive to how noises & music affects a pupil's sensory processing capabilities. Find out what does and does not lead to a positive response and work with these in mind.
- ✓ Provide ear defenders for those children who may be sensitive to the noise of singing or instruments.

## Transition work with Local Secondary Schools

We have worked closely with music leads at our local secondary schools and have begun to focus more on supporting our year 6's in the transition of moving schools. This year, secondary students put on a show during a visit to the school which included some choral workshops and a chance to explore different musical instruments. In addition, towards the end of the Summer term, a group of secondary students visited our Year 6's and performed a jam-packed music extravaganza of choral, rock and jazz musical pieces.

## Communication Activities

Parents are encouraged to attend and celebrate all the children's musical achievements through end of term performances, Christmas shows and leavers' assemblies. We share videos and photos of children, music updates and local musical events through our school social media pages. We also share a parent information leaflet which highlights everything that we offer at Carclaze and further information on how best to support their child's musical journey.

## Summary Action Plan

1. To offer more live music performances which showcase a variety of styles and genres of music.
2. To continue to embed the new curriculum and make any changes to units based on feedback from children and staff throughout the year.
3. Broaden instrumental lessons to include brass and guitar.
4. To provide teaching staff with more current CPD information and opportunities in music.