

Music development plan summary: St. Edwards CofE Academy Cheddleton

Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	Sept 24
Date this summary will be reviewed	Sept 25
Name of the school music lead	Emily Huxley
Name of school leadership team member with responsibility for music (if different)	Anne Hordern
Name of local music hub	The Music Partnership Hub
Name of other music education organisation(s) (if partnership in place)	

Our vision:

It is our intent to instil a lifelong love of music by making music and enjoyable inspiring and engaging learning experience. It is our aim that pupils make more music, ~~to~~ think more musically and, therefore, ~~to~~ become more musical. In line with the National Curriculum and model music scheme, we provide a music education that enables pupil to listen, to review and evaluate music from a wide range of sources broadening their knowledge and appreciation of different genres and styles. We believe that by fostering a passion and appreciation for many different forms of music, we can help pupils to develop their own creative expression and discover and nurture their own musical talents.

Part A: Curriculum music

Area	Category	Description	Comments
Music Curriculum	Timetabling	<ul style="list-style-type: none"> All classes receive a weekly one-hour music session. EYFS receive a weekly one-hour music lesson. All children are exposed to a wide range of music Genres each morning through our 'Morning Music Focus'. Weekly music worship during assembly. 	
	Curriculum design	<ul style="list-style-type: none"> There is an adapted Model music curriculum using resources from 'Charanga' for each year group which 	The curriculum overview is shared on our school website.

		<p>covers all parts of the National Curriculum.</p> <ul style="list-style-type: none"> • Each child receives the opportunity to sing, play instruments and explore a range of musical vocabulary and genres. Each session builds to develop a deeper learning of musical skill, beginning with: <ul style="list-style-type: none"> -Understanding Music -Listening and responding to music -Singing -Musical instrument -Improvisation -Performing • The adapted Model music curriculum allows all SEND pupils access to music lessons. • Year 3 receive recorder lessons as a class in the Summer term. • Regular performances are held termly to showcase musical talent. • Termly year group/Key Stage performances are held that include a range of musical talent. • Opportunities to experience live music through trips, visitors into school, Songbirds concert and Theatre visits. 	<p>Rocksteady sessions</p> <p>Talent show</p> <p>Year group performance</p>
	<p>External partnerships to support additional musical opportunities.</p>	<ul style="list-style-type: none"> • The local music hub 'The musical partnership hub' offer support, training and guidance for our teaching staff. • City Songbirds offer additional singing sessions in the Autumn and Summer term. These sessions end with a performance connected with other schools around the local area. • Additional music lessons are offered to pupils through external agencies such as Rocksteady and Music instrument teachers. This includes priority options for PP & SEND children. 	

Part B: Co-curricular music

Area	Category	Description	Comments
Additional opportunities	Choirs	<ul style="list-style-type: none"> • In partnership with City Songbirds, ten weekly sessions are held in autumn and Summer term. • Carried out by music teachers from City Songbirds. • End of term performances are held in Victoria Hall. • Rehearsal opportunity managed and maintained by City Songbirds prior to performance. • Opportunity open to all year groups EYFS through to Y4. 	
	Rocksteady	<ul style="list-style-type: none"> • Weekly sessions provided by Rocksteady allows pupils the opportunity to take part in a band experience. Learning to work alongside others in an ensemble. • End of term performance is held in front of the whole school and parents. • Children can receive Trinity College London Ofqual regulated qualification 'Music Performance in Bands'. • Pupil premium match funding scheme offers opportunity for PP children. • Adapted for SEND children. 	
	Instrument lessons	<ul style="list-style-type: none"> • External music teachers offer one-one & group musical instrument lessons for: <ul style="list-style-type: none"> -Ukulele -Guitar -Recorder -Saxophone -Clarinet -Piano • Recommended to parents through the school. Paid for by parents to the external music teachers. • School provides rehearsal space for these sessions. 	

Part C: Musical experiences

Experience	Implementation	Comments`
Live music	<ul style="list-style-type: none"> • Offered through-visit to local theatre • Live music trip organised for Key Stage (where children can experience live music through an orchestra or band. • Rocksteady band termly performance. • External agency visits eg. African drumming 	
Assemblies	<ul style="list-style-type: none"> • Weekly singing worship carried out by teaching staff where children worship through song • Regular singing during worship throughout the week 	
Performances	<ul style="list-style-type: none"> • Talent show • Rocksteady performance • Songbirds concert • Year group performances <ul style="list-style-type: none"> - EYFS nativity - KS1 Spring term performance - KS2 Summer Term performance (with whole school participation) • Y4 Leavers performance • Year groups lead Sunday church services at St Edwards Church in the village throughout the year • Christmas around the tree (whole school) 	Offered to parents to watch the performances. Members of the community join for the church services

In the future Informed by school Music action plan

To expand choir participation and diversity

The objective is to at least maintain the current participation levels and increase male pupil involvement in the after-school choir sessions (Songbirds).

- form a committee of teachers and student representatives to oversee the efforts
- distribute surveys (who to?) to understand why male students are less likely to join and to identify potential interest
- develop promotional materials such as posters and announcements highlighting the benefits of joining the choir
- Set up regular feedback sessions with choir members to continuously improve the experience and review participation data at the end of each term to measure the success of these initiatives
- promote choir activities during school worship and through newsletters
- provide mentorship opportunities by involving older choir members in promoting the choir to younger students

- monitoring and evaluation will include tracking attendance and participation rates, and collecting feedback from students and parents regarding choir sessions.
- establish if changing the day for Songbirds increased participation as it will not clash with clubs

To integrate music across the curriculum

- collaborate with teachers from other subjects to develop integrated lesson plans
- design a comprehensive music timeline to be displayed in classrooms and corridors
- Launch pilot cross-curricular projects that incorporate music with history, literature, or social studies (name our subjects)
- complete the staff audit to target CPD and receive feedback/ideas for improvement.
- provide professional development for teachers to effectively integrate music into their subjects
- monitor and evaluate the effectiveness of the teacher CPD and integrated lessons and projects through student performance and feedback, making necessary adjustments based on the outcomes.

Diversifying musical exposure and resources

- curate and expand the current music playlist used in classrooms to include a broader range of genres and historical periods
- set up a system for students to submit music requests and take an inventory of current musical resources to identify gaps that need to be filled
- purchase new musical instruments and learning materials based on these identified needs, and schedule regular updates to the playlist to keep it fresh and engaging
- evaluate the impact of new musical resources on student engagement and learning outcomes through surveys/pupil voice and performance assessments.
- complete the staff audit to target CPD and receive feedback/ideas for improvement
- improve visibility of music curriculum within the classrooms such as display board, texts linking to music content
- widen musical texts across classrooms and develop curriculum links.
- implement Sticky knowledge grids to show consistency across the school and to highlight the equality of other subjects and music.

Further information

Link to our Music Hub partnership explaining local wide focus on developing music across schools

<https://themusicpartnership.org.uk/schools/>

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.