

Music development plan summary: Monks Coppenhall Academy

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Eleanor Bridgett
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Love Music Trust
Name of other music education organisation(s) (if partnership in place)	Helen Brown

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.

How do staff deliver music in our school?

Lessons are delivered by specialist music teacher from Year 1 through to year 6. EYFS staff teach their own music. Children in Key Stage One and above have at least 1 hour of music a week. EYFS have a 30-minute session weekly and feed music into their daily routines. Lessons take place in the classroom. Children have the opportunity to sign up for a range of music/performing arts clubs.

How is the Music curriculum structured?

- The National Curriculum is followed for KS1 and 2
- The Model Music curriculum (MMC) is referenced in our planning and helps to formulate the musical skills progression we follow (see curriculum folder)
- Sing up provides a singing progression plan for EYFS which is incorporated into the music planning
- Every child will take part in at least two performances in front of an audience per academic year (many take part in far more than two)

- Whole Class instrument projects take place in year 1, 2, 3, 4, 5 and 6 take place for the entire year (tuned percussion, ocarina, ukulele, guitar, world drumming and keyboard)
- Please find more information regarding our music curriculum progression and scheme of work/music topics at <https://monkscoppenhall.cheshire.sch.uk/curriculum/subjects/music-2/>
- All children sing weekly in class and perform in a singing assembly at least twice a year. This is supplemented by Sing Up.

What can we expect to see in the classroom in a music lesson?

- Learning through practical music and/or singing in every lesson using our wide range of musical instruments, multi-media and resources
- A good understanding of behavioural expectations, in particular in relation to instrument use
- Diversity/equality in music is very important to us at Monks Coppenhall and it is always considered in planning and lesson delivery
- Children feeling challenged but confident, happy and able to make music

What does feedback and assessment look like?

Music assessment looks for an incremental improvement of musicality, knowledge, skills, posture and confidence. Videos are recorded approximately half termly and kept in a folder on the music shared drive.

The vast majority of feedback is verbal in music. Termly quizzes are used to assess children's understanding of musical vocabulary. Structured/balanced peer feedback is encouraged as part of our music learning especially in KS2 and children are asked to self-reflect upon performance's/achievements/compositions. Praise is given alongside rewarding through our whole-school 'Respect stars' system.

Children are assessed half termly (or at the end of a unit of work) and this is recorded via video. At the end of each term children are graded as working towards, expected or greater depth and this is recorded on DC Pro.

How do you support and challenge pupils in music?

There can be a diverse range of abilities/knowledge and skills in music especially in UKS2 where children might be learning an instrument/taking part in music clubs outside school.

- Tasks are adapted for independent work, dependent on the child's ability.
- Where children are working in groups, specific roles are assigned to particular children. Working in mixed ability groups selected by the teacher; more able children will be stretched to take a leadership role, giving children opportunity to foster new skills such as conducting a group or taking the lead with structuring a composition. Other members of the group will benefit from working with a more experienced peer. The teacher will often use group working as an opportunity to take a lower ability group to work with them more individually and lead and develop those who are struggling in a particular area
- SEND children are fully supported and will participate/undertake the same tasks alongside their peers with support from LSAs, music teacher and scaffolding. Special consideration has been given to children with SEND and how music lessons can be tailored to match each learner.
- Children showing an aptitude for music will be signposted to peripatetic lessons or music clubs to further develop their talent.

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.

After School Music Clubs

The following music clubs are offered. After school clubs are offered at a cost to parents.

- KS2 Choir (after school)
- KS1 Choir (lunchtime)
- Year 6 drumming (lunchtime)
- KS2 band (after school)

Music Clubs are provided by trained music staff.

Concerts and performance opportunities

All children have chance to perform on stage in front of an audience every year. In 2023-24 the concert schedule was as follows:

EYFS Nativity

Year 1 Carol Concert

Year 2 Nativity

KS2 Christingle

Year 6 show

Each year group also performs in a singing assembly twice a year.

Easter assembly

Harvest assembly

Additional optional Performance opportunities

Christmas Carol Singing – choir performing at the nursing home

Singfest – attended by choir

Bridgewater Hall – attended by the beginner's ensembles

Cheshire East Love Music Trust School's music competition – attended by the drumming group and the beginner's ensemble

Christmas and Summer Fayre – attended by choir and drumming group

Love Music Trust make the following provisions open to pupils at our school:

- Visiting Instrumental teachers

Peripatetic instrumental lessons

Instrumental lessons are available to take during the school day for KS2 children.

Teachers are provided by the Love Music Trust who complete all admin and lesson scheduling. A range of instruments are available to learn as an individual lesson, in pairs or small groups. Instrumental teachers actively share their instrument with the wider school through assemblies, so that all children are aware of the instruments they could learn. Instrumental lessons are available at a cost to parents, however, Love Music Trust make allowances for PP children and other special circumstances.

Instruments can be hired from LMT at a reasonable cost.

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.

School Music Events & Professional Concerns

Children in the choir performed at Singfest. Children in the beginner's ensemble were taken to Bridgewater Hall to perform with the Halle orchestra. Key Stage Two children attended a live-music, theatre production at the New Vic Theatre (Newcastle).

Competitions

The beginner's ensemble and the drumming group entered the Cheshire East LMT School's music competition earlier this year. The drumming group achieved first place.

Visitors

Music for Life, Key Strings and Love Music Trust have come in to visit the children, and have performed their instruments in a whole-school assembly. Children in Year 4 also experienced a conductive music workshop using technology to make music.

Fayres

Children in the choir and the Year 6 drumming group had the opportunity to perform at both the summer and Christmas fayre.

Parent Performances

EYFS, Year 1, 2 5 and 6 parents have all been invited into school this year so that the children can showcase their musical talents.

In the future

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

- Encourage children to take up instruments that are in national shortage
- Further develop the quantity and quality of singing throughout the academy
- Develop strong links with secondary schools to ensure transition is smooth.
- Increase the use of oracy in music lessons
- Develop links within the academy trust to further develop musical events and begin trust wide musical events.

Further information

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.

Please refer to the Academy website for detailed description of the curriculum from EYFS to Year 6.

Each year group chooses songs based on topic/subject/events from Sing Up. These are shared in singing assemblies