



MUSIC DEVELOPMENT PLAN



Headteacher: Mr P Appleton

Music Leader: C Thomas

OUR VISION

At Cherry Tree Hill Primary School, we believe music is a powerful medium for children to express their emotions creatively and joyfully. It plays a vital role in personal development, and we are dedicated to providing opportunities for all students to create, play, perform, listen, analyze, and enjoy music from various periods, genres, and styles. Our commitment is to help children understand the value and importance of music in the wider community, offering them opportunities to apply their musical skills, knowledge, and experiences in diverse contexts.

At Cherry Tree, we use the scheme KAPOW music to teach the following strands:

- **Listening and evaluating:** Exposing children to a diverse range of music from different cultures and historical periods to allow them to recognise how music is constructed and how it impacts the listener.
- **Creating sounds:** Teaching children the knowledge of specific instruments, how to hold and play them. Giving children ample opportunities to sing, controlling their breathing and voice modulation in the process.
- **Notation:** Teaching pupils to understand notation as a means of communicating musical ideas. They will learn the position of notes and the different symbols in order to read a simple piece of music.
- **Improvising & composing:** Building children's confidence by allowing them opportunities to create music spontaneously as well as asking them to plan and structure their musical ideas through composition.
- **Performing- singing & playing:** Performing provides pupils with a practical reason to apply their musical skills. It boosts their self esteem and promotes collaboration within groups.

We provide instrument-specific, whole-class lessons in ukulele and trumpet in Years 4&5, respectively, through specialist teachers from a Derby-based provider that we have a close collaboration with, Hot House Music. They also provide individual instrument lessons to pupils and we are actively seeking to work together to create a Ukulele Band, Brass Band, Infant Band and Junior Band in the academic year starting 2023-2024 to build on and apply the skills they have learned in their instrument lessons. Practises will be during school hours and practice rooms for individual practice will be provided during lunchtimes.

SELF-ASSESSMENT

Area	Category	Description	Comments
Curriculum Music	Timetabling	Not all classes receive a regular music lesson each week	Music is timetabled regularly and is taught through the scheme KAPOW.
		There is a regular timetabled curriculum music lesson for all children but not a full hour each week when combined with other provision	
		There are regular timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include singing assemblies etc)	
	Curriculum design	Musical activity takes place in some or all classes but not necessarily tied to a formal school-wide curriculum	The scheme KAPOW is taught throughout school which covers all parts of the National Curriculum.
		There is a whole school curriculum in place for music which covers all parts of the National Curriculum	
		There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Additional aspects are embedded into the planning such as whole class instrumental music, school performances and special musical events	
	Assessment	We have limited capacity and/or expertise for assessing musical progress	We evidence in books and teachers have started to take video/audio recordings to assess musical skills.
		Class teachers record progress using video/audio recordings or written notes	
		Progress is clearly recorded using video/audio or written notes and Muisic Leader works closely with class teachers to monitor and support this process. There are opportunities for pupils to self and peer assess their work planned into lessons	
	Quality of teaching	It is uncertain whether all teachers are teaching music to a good standard each week	Music teaching is of a good standard, there still needs to be more CPD opportunities.
		Music teaching is generally of a good standard, but there is still a need for further CPD and support in some areas	
		Music teaching is consistently good quality throughout school and is monitored and supported well over the year	
		Children do not have any opportunities to learn to play instruments.	This is done through Hot House.

		Children learn to play an instrument as part of whole class learning during their time in school.	
		Whole class learning of instruments is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and quality of delivery is consistently good.	
	Duration	Children have no opportunities to try out instruments.	This is done through Hot House, Hot House Assemblies and Key Strings Assemblies.
		Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration	
		Children are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others. Some children choose to carry on with that instrument (or a related instrument) at the end of the year	
Singing	School / KS / Year group singing	Children only occasionally sing together as part of a larger group, maybe tied to performances or calendar events.	
		Children sing together all or most weeks as part of a singing assembly or similar	
		Regular singing assemblies are led by a specialist. Singing is an important and integral part of curriculum lessons, delivered by confident teachers skilled in delivering healthy singing.	
Choirs		There are currently no school choirs taking place regularly	
		There is at least one school choir which meets regularly led by a skilled teacher	
		There are one or more school choirs, led by skilled singing leaders which have opportunities to perform regularly and/or take part in wider community events	
Instrumental and vocal lessons	Tuition	There are limited or no opportunities for children to learn to play an instrument in school	Through Hot House at 2 points in their schooling.
		Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments	
		There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision	
	Whole class follow on	There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching.	If children access Hot House they may continue to do this.

		<p>There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished</p>	
		<p>There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good number of children choose to do this</p>	
	Ensembles	<p>There are currently no instrumental ensembles in school or only very occasional ensemble playing opportunities</p>	
		<p>Children learning some instruments have the chance to play in a school ensemble which rehearses regularly</p>	
		<p>A child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group. Routes of progression for children including music centres and CLYM are signposted as appropriate</p>	
Inclusion	Inclusion	<p>There are no provisions in place to support less affluent families. There is little adaptation in music lessons for children with additional needs or varying ability</p>	
		<p>School applies for bursaries or finds other ways to support children from low income backgrounds to learn an instrument. Curriculum and instrumental lessons are planned to cater for children with carrying needs and ability. Pupils have opportunities to listen to and engage with music from different cultures, traditions and eras</p>	
		<p>All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to cover all needs and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras</p>	
Wider involvement	Hub participation	<p>The school generally don't engage much with the music hub or other partner organisations in music</p>	
		<p>There is some level of engagement with music hub with occasional participation in local events</p>	
		<p>The school has strong partnerships with music hub or other organisations with regular participation in local events, workshops</p>	
	CPD	<p>There is little capacity within school for the music lead or other staff to engage with music CPD</p>	
		<p>Music lead has occasional opportunities to access CPD, other staff only rarely</p>	

	Music lead is able to access a higher level of music CPD and other staff in school are also accessing CPD or a higher level of support from the Music Lead or elsewhere	
Links with other schools	There are currently no musical links with other schools	Links with schools across the MAT in the form of school network meetings.
	Some links are made with peer schools, other MAT schools, religious school networks or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared.	
	Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition.	
Live music	There are currently no opportunities for children to experience and enjoy live music	
	There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians	
	All children have opportunity to experience live music over the course of the school year.	

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Overall objectives	To provide a rich, diverse, and progressive music curriculum for all children. (including during school hours and before/after school). This will be delivered through outstanding music teaching and leadership. Children will have opportunities to learn musical instruments, and participate in ensembles in school, along with regular performances. We will maximise the cultural capital for all our children, their overall wellbeing and confidence, while creating a supportive community of music making.
Key components of current provision	<p><i>Classroom instrumental teaching</i></p> <p>The children benefit from an external music provider (Hot House) where we provide instrument-specific, whole-class lessons in ukulele and trumpet in Years 4 & 5. Hot House also offer individual instrument lessons to pupils on a 1:1 basis if they choose to sign up. Throughout their primary music curriculum journey, children will learn how to play a variety of percussion-based instruments within our music scheme. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation.</p> <p><i>Links with external music organisations</i></p> <p>We are making links with the local Derbyshire Music Hub to look at how we can develop further opportunities for collaboration and performance. We will look to create better links within the MAT.</p> <p><i>Music CPD</i></p> <p>Music leads have some access to CPD opportunities through the year and are able to use staff newsletters, briefing time and staff meeting time to offer teaching staff further CPD. The new scheme we have introduced (KAPOW) has CPD videos linked to each lesson taught and staff audits to check staff knowledge and sign post them to appropriate training.</p> <p><i>Performance opportunities</i></p> <p>Our children are encouraged to perform their music within classrooms. They take part in weekly singing in assemblies. We offer children the opportunity to join our school choir and perform throughout the year. At the end of KS2, children perform a full music/ drama production which is performed to parents.</p>
Communications	Using the school's Twitter and School App, we will inform parents of musical opportunities throughout the school year.
Budget, materials and staffing	Musical resources are funded through a curriculum resource budget, which is reviewed annually. Equipment is checked periodically for wear and tear and renewed as appropriate. New resources to match the curriculum are also reviewed at curriculum review points. In addition to the general teaching staff, the school funds additional peripatetic teachers for selected year groups.

ACTION PLAN

Overview

Detail	Information
Academic year that this summary covers	2024-25 Music Development Plan
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Charlee Thomas (New September 2025)
Name of school leadership team member with responsibility for music (if different)	Not Applicable
Name of local music hub	Derbyshire Music Hub
Name of other music education organisation(s) (if partnership in place)	Hot House and Key Strings

AREA	ACTIONS	DATE TO BE COMPLETED BY	EVALUATION
Curriculum music	<p>Music curriculum – Invest in a scheme to ensure teachers are supported and feel confident.</p> <p>Increase capacity of music delivery beyond the music lead/specialist – CPD? Investigate covering PPA with specialist music teaching.</p> <p>CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing/ using instruments in the classroom</p>	<p>Autumn</p> <p>Summer</p> <p>Spring</p>	
Whole class/ 1:1 instrumental	<p>Look at the progression from classroom instrumental teaching – offer small group and 1-1 lessons in school, that feed into school ensemble.</p> <p>Develop a simple way of tracking students’ progress and identifying potential.</p> <p>To support recruitment of children for instrumental and before/after school activities, alongside inspiring future musicians.</p>	<p>Autumn</p> <p>Autumn</p> <p>Ongoing</p>	

Singing	<p>Continue to develop whole school singing assemblies– provide a weekly whole school singing assembly. Repertoire – refer to Model Music Curriculum songs and listening suggestions.</p> <p>Continue to develop the Choirs within KS1 & look into instrumental ensembles</p>	Spring Ongoing	
Inclusion	<p>Liaise with PP lead to create a register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.</p> <p>With school's SENCo, review the access arrangements for SEN children within curriculum music lessons and beyond; review music curriculum with SENCo to consider special adjustments for children with additional needs.</p>	Summer Summer	
Wider involvement	<p>Provide a range of performance opportunities for children in school and beyond for parents to attend e.g. Carol Concert, Choral Festival, Spring Music Showcase Concert – for visiting music teachers’ students, choir and music ensemble only; class music assemblies for parents showcasing music curriculum music; Nativities and class/key stage productions; Engage with Music Hub opportunities e.g. Carol Concert, Gala Concert, Winter Sounds.</p> <p>Visit music teachers – work with Derbyshire Music Hub and across the MAT</p> <p>Links with external music organisations to develop contacts and provide opportunity to see a live concert. What are the opportunities?</p> <p>Add information about music provision across the school and beyond to the website.</p> <p>Ensure parents are informed of local music events, in school performances via Twitter, SchoolApp/ Newsletters.</p>	Termly Spring Summer Autumn Ongoing	