



Music development plan summary: St Mawes School

Overview...

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	30.07.24
Date this summary will be reviewed	30.07.25
Name of the school music lead	Laura Easlick
Name of school leadership team member with responsibility for music (if different)	Kerry Crinks
Name of local music hub	Cornwall Music Hub
Name of other music education organisation(s) (if partnership in place)	Cornwall Music Service

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.

Within our school there are lots of different opportunities to learn, sing or play music and instruments which are...

- Daily rhyme time in EYFS and KS1
- Whole school singing assemblies
- Christmas performances for EYFS/KS1 and summer production for KS2
- Learning songs that are related to year group topics
- End of term celebration performances
- Taught music lessons where the structure of the lessons are- listening and appraising, fun music games where the basics of music are taught, learning to sing the song with voices and instruments, and then performing the song. The structure of these lessons are the same from Reception all the way to Year six.
- We also link music to cross curricular subjects, for example learning times tables through songs.
- Our school Music curriculum is informed by the National Curriculum and is delivered through a spiral curriculum using Charanga from EYFS TO UKS2. Music lessons are taught for up to one hour each week. The overview for the scheme is below.

Scheme Overview

Introduction

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

How the Scheme is structured

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
3. Performing

The Activity Manual

This manual will give you knowledge, understanding and support when preparing and delivering your music lessons. It will explain the supporting ideas and methodology and how each strand of musical learning within the Units of Work correspond with the national curriculum. Use it as a handbook, a teaching companion.

Mastery in your music lessons

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The Activity Manual guides you through each strand of musical learning from Reception to Upper Key Stage 2 in order for you, as a teacher, to plan for your teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

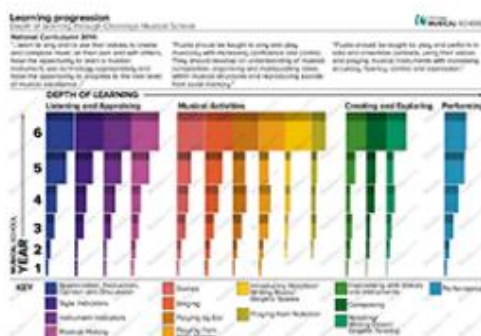
Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Scheme Progression Overview With Teaching And Learning Outcomes is a new document that can be used for a teaching and learning overview of each unit, year and Key Stage. This document brings all the possible musical learning outcomes together for the end of year and Key Stage, linking to the Progressive Teacher and Children's Statements within the Assessment Framework. It highlights differentiated and deeper learning for each child, that constantly builds through each step/lesson, unit and year.

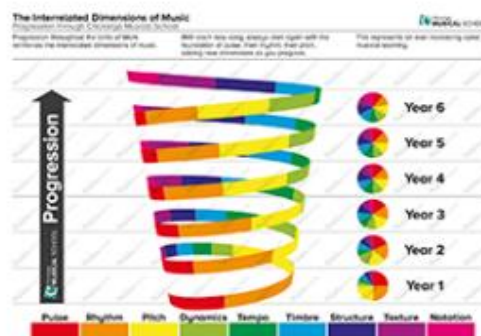
Resources/Instruments

- A class set or half a class set of glockenspiels - this is the most important resource along with any un-tuned percussion instruments you might have in school
- iPad app - glock or un-tuned percussion app can be used
- Recorders - use if you have experience playing and teaching this instrument
- If children play band/orchestral instruments, encourage them to use those instruments in the music lesson
- A combination of the above

Learning Progression



The diagram above depicts the depth of learning that occurs as the children move through the year groups. As they progress, the colour deepens and the learning widens.



All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities.

What is included in each Unit of Work?

1. Listen and Appraise
2. Musical Activities include Games, Singing, Playing, Improvising and Composing
3. Perform/Share

Each lesson in the Scheme is designed to last for one hour but can be taught in 45 minutes if there are time constraints. It is difficult to teach a credible music lesson in less than 45 minutes. If you are in this situation you may prefer to use the Musical School Freestyle approach where you can build your own lessons to suit your circumstances (in the Freestyle tab at the top of the page).

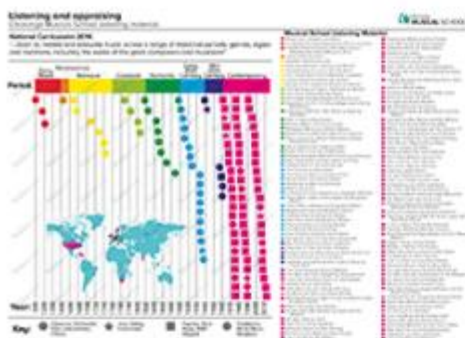
How to structure an hour long lesson:

Listen and Appraise – 20 mins
Musical Activities – 25 mins
Perform/Share – 15 mins

How to structure a 45 minute lesson:

Listen and Appraise – 15 mins
Musical Activities – 20 mins
Perform/Share – 10 mins

1. Listen and Appraise



This overview diagram includes all the listening opportunities in this Scheme through historical periods to present day.

Style Indicators

Overview

Styles

Rock	2
Hip Hop	2
South African	3
Blues	4
Bhangra	4
Funk	5
Folk	5
Latin	6
Pop ballad	6
Motown	6
Gospel	7
Reggae	8
etc	8

This Style Indicator guide will support learning and is printable.

2. Musical Activities

All activities are based around a song. The Activity Manual provided is to support the teaching and learning here.

- a. **Games** embed the Interrelated Dimensions of Music through repetition
- b. **Singing** is at the heart of all the musical learning
- c. **Playing** instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
- d. **Improvising** with the song using voices and instruments occurs in some Units of Work
- e. **Composing** with the song using instruments occurs in some Units of Work

3. Perform/Share

Share what has taken place during the lesson and work towards performing to an audience.

Musical Progression

The musical progression through KS1 and KS2 is demonstrated in the diagram below. The instrumental work is differentiated allowing children to move through the relevant parts as they need to. Remember that an integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities.

Musical Progression KS1

Musical Progression KS2

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links
Year 1	Autumn 1	Hey You	Old School Hip Hop	Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.
	Autumn 2	Rhythm in The Way We Walk and Banana Rip	Reggae, Hip Hop	Action songs that link to the foundations of music.
Six different styles of music could here - Blues, Latin, Folk, Funk, Baroque.				

Style and Cross-Curricular Links KS1

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links
Year 2	Autumn 1	Let Your Spirit Fly	R&B, Michael Jackson, Western Classical, Musicals, Motown, Soul	Historical context of musical styles.
	Autumn 2	Glockenspiel Stage 1		Learning basic instrumental skills by playing tunes in varying styles
Year 3	Spring 1	Three Little Birds	Reggae	Animals, Jamaica, poetry and the historical context of musical styles.
	Spring 2	The Dragon Song	Coming soon!	Coming soon!

Style and Cross-Curricular Links KS2

Assessment

The Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility for you to upload and store digital evidence.

Visit 'Assessment' in the 'My Workspace' tab to use the full Musical School Assessment Framework (you can refer to the assessment documentation on the right hand side of the Scheme home page).

How Music is taught for children with Special Educational Needs (SEND)...

SEND in Music – 'Anyone can Play': This is taught through our Charanga scheme.

Supporting inclusive practice

Musical School's SEND section is dedicated to supporting teachers working with children and young people with special educational needs and disabilities. While a discrete area, many teachers use the section alongside the main Musical School platform, allowing them to find the most appropriate resources for each learner which can be found on <https://charanga.com/site/musical-school/send/>.

Here is a breakdown of the SEND scheme of learning through Charanga that helps to support inclusive practice.

SEND Freestyle – Signed Songs SEND Freestyle – Resource Library SEND Create

SEND Scheme – Anyone Can Play

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.

Instrumental Programme Offer:

We currently have the following lessons available (and open up other opportunities on request):

- Lessons available for keyboard and recorders
- First Access for Keystage 2 children where they participate in an eleven week course in learning how to play the guitar.
- Garage band club where children use Ipads to create their own music using the app garage band. The children that participate in this club immerse themselves in the basics of how to use Garage band, and then have a go at using the system to create their own music.

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.

- Children sing songs from 'Out of the Ark', and other songs in every assembly.
- EYFS and KS1 pupils perform their own Christmas play to parents and the children of the school in December in the village hall. These all include a high level of music – singing and instrumentation.
- Children practise and perform for Carols in the Castle at Christmas.
- Visit to the Hall for Cornwall for Christmas Pantomime for all year groups.
- Children, who have keyboard tuition perform at the Christmas and Summer Fairs, as well as end of term assemblies in front of their parents and the community.
- KS2 choose a song to perform and sing to in front of parents at Leavers' Assembly.
- Keyboard assembly each September to encourage children to learn an instrument and to explore what is on offer.

In the future

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

Our close links with the Cornish Music Education Hub / ASONE and Cornwall Music Service Trust means that our school keeps updated with the latest music initiatives within the county and Charanga training events.

Our school is part of the Aspire Multi Academy Trust with termly music network meetings with our school Music Leader to ensure the effective teaching and learning of music .

We encourage every child to develop a love of music and endeavour to provide music lessons in school which help to nurture interest.

Further information

We always encourage children to realise their potential in music and recognise its power to develop self-expression. Therefore, we wholeheartedly encourage lessons within or outside of school and make efforts to celebrate musical successes. The CMST offers excellent prices for lessons. If we do not currently have provision for an instrument a child wants, we are more than happy to look into this.

Additionally, there are orchestras and choirs in the vicinity. Please get in touch for more information.