

High Hesket CE School

Music Development Plan Summary

Overview

Detail	Information
Academic year that this summary covers	2023-2024
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Amy Harvey
Name of school leadership team member with responsibility for music (if different)	Amy Harvey
Name of local music hub	Cumbria Music Hub

The Music Development Plan 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.

Our Music Curriculum is available on the school website at www.high-hesket.cumbria.sch.uk/information/curriculum/music/ .

Our curriculum is informed by the principles of the Model Music Curriculum and the foundation of our music curriculum includes a selection of units from the Charanga scheme of work, as recommended by Cumbria Music Hub, alongside additional units that complement our curriculum topics. This also enables us to provide experience of a wide range of music genres.

Throughout our curriculum, we utilise the ‘connect, stretch, transfer’ approach. We connect the children to a range of genres, styles and instruments and allow them to stretch this knowledge through experimentation and the focus of key musical skills, such as pulse and pitch. Finally, they transfer the skills they have explored to their own performance pieces and develop ways to respond, reflect and analyse the music that they create.

We aim to include the equivalent of a minimum of 40 minutes per week of music teaching. Our music lessons are fully inclusive and, where appropriate, are adapted to meet the needs of individual children by applying strategies highlighted in our ‘adaptive teaching strategies’ document that is accessible for all staff.

Our music curriculum includes the opportunities to play instruments, most regularly through the use of percussion instruments including glockenspiels and djembe drums. Use of the

glockenspiels as whole class instruments is repeated throughout year groups to enable progression of skills. In a previous year, we received whole class violin lessons delivered by the Cumbria Music Hub.

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.

Guitar lessons are provided by our peripatetic teacher who offers the opportunity for children to have small groups lessons on a weekly basis. The tuition fees are covered by parents but may be subsidised or fully covered for children in receipt of the Pupil Premium funding. Children who engage in the lessons have the opportunity to perform at school events or to other classes.

Through the Carlisle Cathedral Outreach Program, we provide children with the opportunity to take part in outreach concerts which introduces children to the possibility of joining the Cathedral's Cantante Choir which we encourage and promote in school.

For the last few years, two-year groups have been selected each year to take part in the Carlisle Cathedral outreach performances. The Assistant Organist from the Cathedral leads regular singing sessions in school and the children are then invited to participate in two evening performances to local dignitaries, members of the public and family members. Our involvement is partially funded through our Pupil Premium funding.

We also participate in the U Dance Festival and, this year, our Year 6 pupils performed a dance routine to music as part of a public performance at the Crown and Mitre Hotel.

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.

The children engage in a weekly 'singing assembly' where they have the opportunity to participate in singing a range of songs and hymns. Children who play a musical instrument, such as the piano, have a regular opportunity to play music as the children enter and leave the hall for Collective Worship.

Every children in school has the opportunity to perform and sing to other children and parents through our annual cycle of performances. This includes in our Harvest Festival (Reception – Year 6), Christmas plays (Nursery – Year 4), Christmas Carol Service (Y5) and the Leaver's Play (Y6).

As mentioned previously, the children engage with the Cathedral Choir Outreach Program. We have also participated in the UDance Festival where children choreographed their own dance to a musical piece which was performed as part of a public festival.

All events are free of charge to allow all families to attend.

The children are also given the opportunity to attend a theatre performance each year which is partly subsidised by school and the PTA. Pupil Premium funding is also utilised as required.

In the future

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

- To continue to embed Charanga units within our music curriculum
- To review and adapt the curriculum to ensure full coverage following the re-introduction of some mixed age classes
- To continue to provide a cycle of performances to allow all children the experience of performing to an audience
- To explore increased opportunities for children to engage in music activities outside of the curriculum e.g. choir, music related after school clubs
- To continue involvement in Carlisle Cathedral Outreach programme
- To increase opportunity for children to use a wider range of musical instruments and compose own pieces using age appropriate musical notation
- To further develop children's use of music terminology and embed this into children's musical experiences.