

# Clifton Primary School

MUSIC DEVELOPMENT PLAN 2024/25

# Our vision for music



## Our Vision for Music

### Intent

At Clifton Primary School, we aim to develop a real love, enthusiasm and curiosity for music. We aim for children to gain a clear understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

### Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts, performances and the learning of instruments. The school choir also offers further opportunities to develop singing and performance skills. Through the musical program Charanga, class lessons are inclusive so all children can access the musical curriculum in a fun and engaging way, further promoting a love of learning. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children have the opportunity to play a variety of percussion instruments as well as the ocarina in KS1 and the recorder in KS2. Visiting instrumental teachers also offer the opportunity for children to have group or individual lessons on a wide variety of instruments. Children also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Charanga is supplemented with activities from the BBC Ten Pieces to further enhance the children's knowledge and understanding of classical music.

### Impact

Children are able to access and enjoy music in many ways either as listener, creator or performer. Music also enables children to develop an understanding of culture and history. Children have the opportunity to discuss and share their own thoughts, opinions and ideas in a way which encourages respect for differing opinions. At Clifton Primary School

children are provided with opportunities to further and support their understanding, love and skill at music. These include school productions, class assemblies and singing in the wider community. Individual interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience. Strong links with the local high school and instrumental teachers ensures children know how to continue to explore their love of music at the next stage.



# SELF ASSESSMENT

Area	Category	Description	Comments
Curriculum Music	Timetabling	Not all classes receive a regular music lesson each week	
		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	Provide further school performances and special music events.
		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	Assessment across whole school music needs addressing and plan put in place.
		Class teachers record progress using video/audio recordings or written notes	
		Progress is clearly recorded using video/audio or written notes and ML 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	Continue to monitor and support throughout the year.  Music lead to take part in further CPD with opportunities from LMS.
		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	
	EYFS music	It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	

		<p>Music is regularly planned in to EYFS timetables and is generally of a good standard though some CPD and support may still be beneficial</p> <p>Singing is an integral and essential part of EYFS life. Songs and activities are appropriate to developing voices and carefully chosen to support early progress</p> <p>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</p>	
Singing	School / KS / Year group singing	Children only occasionally sing together as part of a larger group, maybe tied to performances or calendar events.	Continue to embed singing in assemblies within the school.
		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	Well attended choir set up and perform 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	
		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	

	Ensembles	There are currently no instrumental ensembles in school or only very occasional ensemble playing opportunities	Look into further opportunities within school and signpost to music centres.
		Children learning some instruments have the chance to play in a school ensemble which rehearses regularly	
		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 are signposted as appropriate	
Inclusion	Inclusion	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	
		School applies for LMEP 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	
		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	
Wider involvement	Hub participation	The school generally don't engage much with the Lancashire music hub (LMS) or other partner organisations in music	Book live music events
		There is some level of engagement with LMS with occasional participation in local events	
		The school has strong partnerships with LMS and/or other organisations with regular participation in local events, workshops	
	CPD	There is little capacity within school for the music lead or other staff to engage with music CPD	

		Music lead has occasional opportunities to access CPD, other staff only rarely	
		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	Explore links with other schools.
		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	Book live music events
		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.	



# DEVELOPMENT PLAN

MUSIC DEVELOPMENT PLAN	
Overall objectives	At Clifton Primary School, music is a way for children to express their emotions enjoyably and creatively. It plays an important role in personal development and at Clifton Primary School we aim to provide opportunities for all children to create, play, perform, listen, analyse and enjoy music across a wide range of periods, genres and styles. We are committed to ensuring children understand the value and importance of music in the wider community and aim to provide opportunities for children to use their musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.
Key components	<i>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</i> Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. Charanga meets all components of the Model Music Curriculum, including musical technology units. Teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning.



	<p><i>Music CPD</i></p> <p>Music lead has many CPD opportunities through the year and are able to use staff meeting time to offer teaching staff further CPD.</p>
Communications	Using the school's newsletters and website, we will inform parents of musical opportunities throughout the school year.
Budget, materials and staffing	Our school has a music lead teacher who is offered time out of class to focus on music in school.

## KEY AREAS DEVELOPMENT PLAN

AREA	ACTIONS	DATE TO BE COMPLETED BY	EVALUATION
Curriculum music	<p>Introduce further live music opportunities for the school. Book live music performances through local links.</p> <p>Continue to monitor music teaching throughout the school, use pupil interviews, lesson observations and teacher questionnaires. Offer CPD where needed.</p>	JULY 2025	
Singing	<p>Continue to implement singing in class and perform in assembly.</p> <p>Continue to run a school choir.</p>	JULY 2025	
Instrumental/ vocal teaching	Continue with peripatetic music lessons. Signpost to Music Centers. Set up instrumental ensemble in school.	JULY 2025	
Inclusion			
Wider involvement	<p>Book CPD for music leaders.</p> <p>Book live music opportunities.</p>	JULY 2025	