

Music Development Plan

School: Cottingley Primary Academy

Trust/local authority: Leeds - AET

Local music hub: Leeds Artforms

Music lead: Tessa Furniss-Wren

Music specialist (if applicable):

Headteacher: Kelly Bentley

Date written: July 2024

Review date: December 2024

	Music Development Plan
1 – Overall objective	At Cottingley Primary Academy, our music curriculum is designed to inspire every child to choose a remarkable life. We offer a varied and broad range of opportunities for our students to explore their passions and talents, these are carefully planned to extend our children's limited experiences. Through our ambitious music curriculum we aim to foster creativity, self-expression and musical skills which will empower students to explore their potential and use their voice to discover, challenge and question.
2 – Key components	<p>Curriculum: After a redesign of the music curriculum at Cottingley we meet the National Curriculum recommendations. The music offer is made up of lessons delivered by peri-teachers from Leeds Artforms (including instrument lessons across KS2), teacher led lessons using the Kapow scheme, singing assemblies (led by Artforms) and musical appreciation. Enrichment is used to contribute to the curriculum offer.</p> <p>Singing is taught from EYFS - Y6, in LKS2 ukuleles are taught and across UKS2 both tuned and untuned percussion is taught. This allows pupils to experience voice, string and percussion before moving to high school. The other instrumental families (wind and brass) are covered through visits in / workshops and visits out so that pupils have had access to a full breadth of opportunity. This allows children to have access to a breadth of instruments (which is important in the community we serve) but still enables a 2 year cycle where children can progress their skills and technique. Singing is taught across school as an area that children can develop technique and skills over a longer period.</p> <p>Teaching: Across school music is taught weekly. In both UKS2 and LKS2, children receive either a 45 minute peri-teacher led instrument lesson or teacher led Kapow or musical appreciation lesson, this changes on a termly basis. To supplement this, and to meet the advised hour of music, children take part in a 30 minute singing assembly delivered by Artforms. In KS1 and reception, children receive a 30 minute lesson from Artsform and this is supported by teacher led Kapow and Music Appreciation lessons to meet the hour.</p>

	<p>End points: Each lesson has identified objectives and focused vocabulary that will be taught; this will allow pupils to achieve the national curriculum attainment targets successfully at the end of each key stage. Peri-teachers have supplied school with progression plans.</p> <p>Key drivers: The music curriculum meets the key drivers which were identified as being essential in preparing the children (within our communities) to succeed in life. The music curriculum specifically meets: confidence, communication and helps develop safe risk taking.</p>																																	
3 – Classroom instrumental teaching	Include details of the school's offer for each year group. How will students progress? Who will teach this? How will instruments be funded? How will lessons be inclusive? Where to next?																																	
4 – Implementation of key components	<p>Music has been sequenced to allow for progression across the different elements of music (performing, listening, composing and the history of music or musical appreciation. Our music curriculum is mapped to ensure that children have the opportunity to practice these different elements during varying situations, eg within instrument led lessons or during musical appreciation.</p> <p>Music teaching at Cottingley is made up:</p> <ul style="list-style-type: none">-Instrumental lessons delivered to LKS2 and UKS2.-Peripatetic taught lessons to KS1-Peripatetic delivered singing assemblies to KS2- National curriculum lessons delivered by class teacher following the Kapow scheme.- Musical appreciation lessons - using the model curriculum to support teachers in musical choices, discussion ideas and vocabulary. <table><tr><th>EYFS</th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr><tr><td rowspan="2">Cycle B (2022/23)</td><td>NC with Miss Lee 30 mins</td><td>NC with Miss Lee 30 mins</td><td>NC with Miss Lee 30 mins</td><td>NC with Miss Lee 30 mins</td><td>NC with Miss Lee 30 mins</td><td>NC with Miss Lee 30 mins</td></tr><tr><td>Kapow Celebration music Celebration music - unit plan</td><td>Musical appreciation</td><td>Kapow Exploring sound Exploring sound - unit plan</td><td>Musical appreciation</td><td>Kapow Music and movement Music and movement - unit plan</td><td>Musical appreciation</td></tr><tr><td rowspan="2">Cycle A (2023/24)</td><td>NC with Miss Lee 30 mins</td><td>NC with Miss Lee 30 mins</td><td>NC with Miss Lee 30 mins</td><td>NC with Miss Lee 30 mins</td><td>NC with Miss Lee 30 mins</td><td>NC with Miss Lee 30 mins</td></tr><tr><td>Kapow Musical stories Musical stories - unit plan</td><td>Musical appreciation</td><td>Kapow Big band Big band - unit plan</td><td>Musical appreciation</td><td>Kapow Transport Transport - unit plan</td><td>Musical appreciation</td></tr></table>	EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Cycle B (2022/23)	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	Kapow Celebration music Celebration music - unit plan	Musical appreciation	Kapow Exploring sound Exploring sound - unit plan	Musical appreciation	Kapow Music and movement Music and movement - unit plan	Musical appreciation	Cycle A (2023/24)	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	Kapow Musical stories Musical stories - unit plan	Musical appreciation	Kapow Big band Big band - unit plan	Musical appreciation	Kapow Transport Transport - unit plan	Musical appreciation
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KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle B (2022/23)	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins
Plus an extra 15 mins	Kapow All about me: Pulse and rhythm Pulse and rhythm - unit plan	Musical appreciation	Kapow Music vocabulary Music vocabulary - Unit plan	Musical appreciation	Kapow Pitch and tempo: Superheroes Pitch and tempo - unit plan	Musical appreciation
Cycle A (2023/24)	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins	NC with Miss Lee 30 mins
Plus an extra 15 mins	Kapow West African call and response West African - Unit plan	Musical appreciation	Kapow Orchestral instruments Orchestral instruments - unit plan	Musical appreciation	Kapow Dynamics, timbre, tempo Dynamics, timbre, tempo and motifs - unit plan	Musical appreciation

Cycle B 2022/2023	LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Singing assembly x 30 minutes with Miss Lee							
Beech	Ukeles with Mr G	Kapow Jazz (Y3) Jazz - Unit Plan	Musical appreciation and enrichment	Ukeles with Mr G	Kapow Body Percussion (Y4) Body and tuned percussion: Rainforests	Musical appreciation and enrichment	
Maple	Musical appreciation and enrichment	Ukeles with Mr G	Kapow Jazz (Y3) Jazz - Unit Plan	Musical appreciation and enrichment	Ukeles with Mr G	Kapow Body Percussion (Y4) Body and tuned percussion: Rainforests	
Olive	Kapow Jazz (Y3) Jazz - Unit Plan	Musical appreciation and enrichment	Ukeles with Mr G	Kapow Body Percussion (Y4) Body and tuned percussion: Rainforests	Musical appreciation and enrichment	Ukeles with Mr G	

Cycle A 2023/2024	LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Singing assembly x 30 minutes with Miss Lee							
Beech	Ukeles with Mr G	Kapow Creating compositions: mountains Creating compositions - unit plan	Musical appreciation and enrichment	Ukeles with Mr G	Kapow Haiku, music and performance Haiku, music and performance - Unit plan	Musical appreciation and enrichment	
Maple	Musical appreciation and enrichment	Ukeles with Mr G	Creating compositions: mountains Creating compositions - unit plan	Musical appreciation and enrichment	Ukeles with Mr G	Kapow Haiku, music and performance Haiku, music and performance - Unit plan	
Olive	Creating compositions: mountains Creating compositions - unit plan	Musical appreciation and enrichment	Ukeles with Mr G	Kapow Haiku, music and performance Haiku, music and performance - Unit plan	Musical appreciation and enrichment	Ukeles with Mr G	

Cycle A 2023/ 2024	UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Singing assembly x 30 minutes with Miss Lee						
	Year 5	Kapow Theme and variation: pop art Theme and variation - unit plan	Musical appreciation and enrichment	Percussion with Mr G		Percussion with Mr G	Kapow Looping and remixing Looping and remixing Musical appreciation and enrichment
	Year 6	Percussion with Mr G		Kapow Theme and variation: pop art Theme and variation - unit plan	Musical appreciation and enrichment	Kapow Looping and remixing Looping and remixing Musical appreciation and enrichment	Percussion with Mr G

Cycle B 2022/ 2023	UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Singing assembly x 30 minutes with Miss Lee						
	Year 5	Kapow Film music Film music - unit plan	Musical appreciation and enrichment	Percussion with Mr G		Percussion with Mr G Kapow	
	Year 6	Percussion with Mr G		Kapow Film music Film music - unit plan	Musical appreciation and enrichment	Kapow Dynamics, pitch and texture Dynamics, pitch and texture Musical appreciation and enrichment	Musical appreciation and enrichment

Our Music curriculum is:

Cyclical: Pupils return to the same skills again and again during their time in primary school.

Increasing depth: Each time a skill is revisited it is covered with greater complexity.

Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

This ensures that children working towards knowing more and remembering more.

Our curriculum is planned so that skills and knowledge are delivered in different settings but children are expected to use them going into the new unit. Eg. during a Kapow unit children will be taught key vocabulary or composition skills, these will then be used with the peri-led instrumental lessons. Equally, they will be taught content from their Peri- teachers which they can reflect on in their musical appreciation lessons. Working in this way will aid retention.

Teachers have clear end points which are assessed and planning is altered where necessary. The multi-faceted music offer at Cottingley means that children are making more music, thinking more musically and being more musical. Our curriculum works towards children becoming more musical. We want children to develop their technical skills (incrementally building the technical systems of music through progressive units across school), their constructive understanding (learning how music works and deepening their understanding of the interrelated dimensions of music) and their expressive skills (understanding the context of music and using this to inform their performance).

	<p>At Cottingley our curriculum assessment is made up of performance measures, end of unit, lesson to lesson and in lesson assessment, this is used to inform teaching. In regards to music, assessment is split into three elements.</p> <p>End of unit assessment: This is the summative assessment. Teachers will complete an assessment capture identifying children as excelling, secure, developing and in need. Hamish's Retention Rivals also contributes towards our end of unit assessment.</p> <p>Lesson to lesson assessment: Lesson to lesson assessment is used to inform planning (start points can be adjusted and misconceptions can be addressed). Do it now tasks, exit tickets, retention questions and teacher notes will make up this assessment.</p> <p>In-lesson assessment: In-lesson assessment is used to ensure children are progressing as expected. This is done through aggressive monitoring, strong questioning, task success and discussion contributions.</p> <p>Our assessment framework allows learning to progress and so children are knowing more and remembering more.</p>
5 – Communication activities	<p>Communication with parents takes place through half termly newsletters, updates via social media and instant messaging via Arbor. In addition at the beginning of the year parents receive an overview of musical enrichment and the long term plan for music.</p>
6 – Evaluation process for the success of the Music Development Plan	<p>Decide how you are going to track whether the plan is working. Include timeframes for progress meetings.</p>

7 – Transition work with local secondary schools	<p>Currently we work with one of the local secondary schools (Cockburn) during the summer term. This is currently with the year 5 cohort but could be extended. We are aiming to reach out to other secondary schools about other opportunities.</p>
8 – Budget materials and staffing	<p>Include details of budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used. Plan CPD.</p> <p>Music provision is planned into the budget to ensure Artform's teaching can take place. Enrichment is often supplemented by the school, Artforms bursaries or grants and a small contribution is asked for from the parents. In 2024/25 we are seeking help from Artform to support the cost of music lessons so that this is shared between Artforms bursaries and parents.</p>
9 – Pupil Premium and SEND provision	<p>What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?</p> <p>Teachers ensure that when it comes to music that challenge and support is appropriate for the task in place. Some children may not require support in composing but may need support in the notation aspect of composition. SEND support is put in place on a child-to-child basis.</p> <p>Pupil premium students can receive Artform bursaries to support 1:1 or small group lessons. We have widened our musical offer to include a variety of style lessons to engage students who may participate in one but not the other.</p>
10 – Summary Action Plan	<ul style="list-style-type: none"> - Introduce instrumental lessons to allow the students to continue in develop the domains that they are studying as part of their in school curriculum. - To establish an ensemble or choir in school.