# Music development plan summary:Collierley Nursery and Primary School

## Overview

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| Detail | Information |
| Academic year that this summary covers | 2024 - 2025 |
| Date this summary was published | 6.10.24 |
| Date this summary will be reviewed | 6.10.25 |
| Name of the school music lead | Angela McDermid |
| Name of school leadership team member with responsibility for music (if different) | Angela McDermid |
| Name of local music hub  | North Tyneside Music Education Hub (North Tyneside Council)ntmeh.music@ntlp.org.uk |
| Name of other music education organisation(s) (if partnership in place)  |  |

This 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.

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| We follow the Charanga Music Curriculum. This ensures that all children experience a broad and balanced music education. Our curriculum includes:* **Key Stage 1:** Children explore basic musical concepts such as rhythm, pitch, and dynamics. They engage in singing, body percussion, and learning simple instruments like the xylophone.
* **Key Stage 2:** Children further develop their understanding of musical notation and theory. They participate in whole-class ensemble teaching, learning to play a variety of instruments, including recorders, keyboards, and ukuleles. This includes reading music, playing in groups, and performing solo pieces.

****Access and Inclusion for Disabled and SEND Children****We strive to ensure that all children, including those with SEND, have full access to the music curriculum. To support this, we:* **Adapt instruments** where necessary, using assistive technology or modified tools to make music accessible.
* Provide **additional support** through one-to-one or small group instruction for children with specific needs.
* Collaborate with our SEND team to develop **personalised learning plans** that cater to the unique needs of each child, ensuring their progress in music is aligned with their abilities and developmental goals.

****Time Allocated for Curriculum Music***** **Key Stage 1:** Children have **30 minutes** of music lessons per week, with opportunities for additional practice and participation in singing assemblies.
* **Key Stage 2:** Children receive **30 minutes** of dedicated music lessons per week, incorporating both practical instrumental learning and music theory.

This time is complemented by additional opportunities to engage with music through co-curricular and extra-curricular activities.****Opportunities to Sing and Play Instruments****All children at Collierley have the chance to:* **Learn to sing** as part of whole-class lessons, school assemblies, and choirs.
* Participate in **whole-class ensemble teaching**, where they learn instruments such as recorders or ukuleles. Every child, regardless of skill level, is encouraged to participate, with additional support provided where necessary.
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## 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.

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| As an extra-curricular activity we have a choir who work towards the aim of performing for local events and at the local residential homes.In 2023 – 2024 we worked with South Stanley Infant School on a joint choir and performance with over 40 children performing to an audience of over 500 at the outdoor SLP Music Festival. This will be repeated this year.As part of SLP we support children in developing their musical talents and provide an annual talent show. Children are encouraged to work on their auditions and perform to the whole school. Only three lucky performers get through to perform at the prestigious talent show, on a professional stage with sound and lights. These children work with Ellie Caile, female solo singer on developing their performance. |

## Part C: Musical Performances

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.

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| In Early Years, all children are involved in musical performances at Christmas and at the end of the academic year. They work on their confidence in performing in front of others, both speaking, moving and singing as well as wearing a costume.During the Autumn Term we have a performing arts club who work on developing the Christmas production. The children work as dancers, singers, actors, back stage support – making costumes, staging and props led by school’s skilled performing arts staff. The children all develop their skills as performers and are encouraged to implement some of the confidence that they see from performers on our annual theatre trip.Every class works on their own class performance which is performed for their parents. The class works together to develop the script, arrange/write songs with musical accompaniment, choreograph dances and learn their parts. They take on all the roles required for a stage show; organising advertising, making brochure, making props etc. |

## In the future

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

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| **Curriculum Design**: Explore the development of a comprehensive music curriculum that is not Charanga. One that meets national standards while also being flexible enough to adapt to children's interests and cultural backgrounds.**Teaching and Learning**: Invest in professional development for teachers to enhance their music education skills, fostering a positive learning environment where all children feel encouraged to participate and express themselves musically.**Resources and Facilities**: Upgrade the school’s music room and instruments, make it equipped with technology for music production, and access to online resources and apps that support music learning.**Extra-Curricular Activities**: Expand the range of extra-curricular music opportunities, ensuring all children have access to participate, regardless of their skill level.**Community Engagement**: Create partnerships with local musicians, music organisations, and cultural institutions to provide children with real-world music experiences, such as workshops and performances.**Assessment and Progression**: Implement effective assessment strategies that track children’s musical progress and skills development, ensuring feedback is constructive and encourages continuous improvement.**Inclusivity and Diversity**: Promote an inclusive music programme that celebrates cultural diversity, offering children the chance to explore music from various traditions and backgrounds, and ensuring every child feels represented and valued. |

## Further information (optional)

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| Use this space to provide any further information about your school’s music development plan, including links to your local music hub partners, other local music education organisations and contacts. The Department for Education publishes a [guide for parents and young people](https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people) on how they can get involved in music in and out of school, and where they can go to for support beyond the school. Your local [music hub](https://www.artscouncil.org.uk/MusicEducationHubs#section-1) should also have a local plan for music education in place from September 2024 that should include useful information. If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan. |