

Music development plan summary: *Frampton Cotterell C of E Primary School*

Overview

Detail	Information
Academic year that this summary covers	2024/2025
Date this summary was published	Summer 2024
Date this summary will be reviewed	Summer 2025
Name of the school music lead	Kim Walsh-Young
Name of school leadership team member with responsibility for music (if different)	Deborah Fisher
Name of local music hub	West of England Music Alliance (WEMA)
Name of other music education organisation(s) (if partnership in place)	South Glos Learning Alliance Endeavour Hub

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.

At Frampton Cotterell C of E Primary School, we value and are dedicated to the teaching of music as we feel that it enhances the enjoyment, wellbeing and education for all our pupils. Music is a universal language and one of the strongest forms of creativity allowing pupils to express themselves in a unique way. We are committed to provide a music rich curriculum which will engage and inspire all pupils to develop a love of music, increasing their self-confidence, creativity and sense of self. Pupils will learn to listen critically, play and compose in groups and individually.

We timetable music for at least one hour each week across key stage one and two but this is split into various approaches.

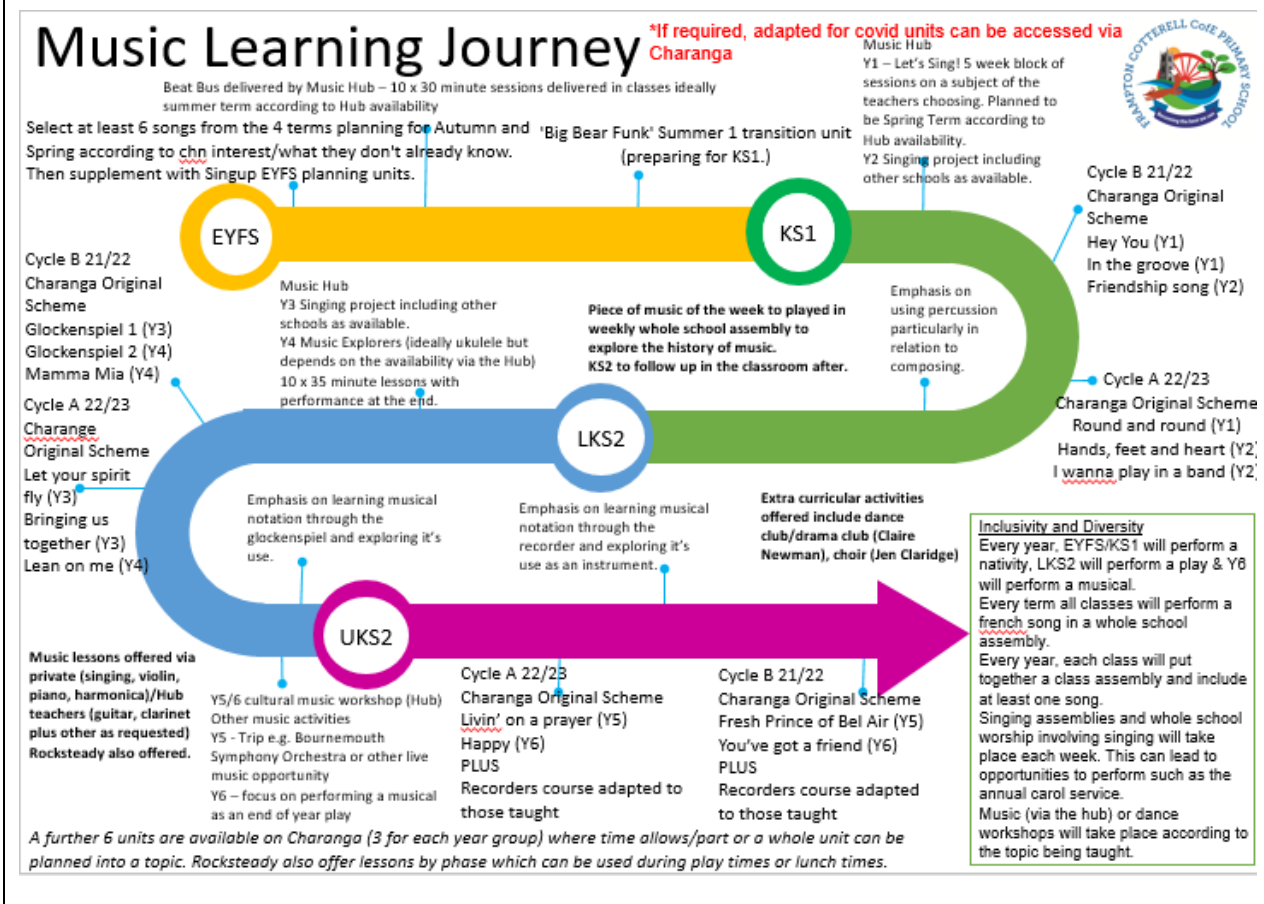
We use Charanga as a progressive scheme to teach music alongside a suite of learning provided by WEMA our music hub and through cross curricular class based learning opportunities.

With the exception of EYFS, children are taught 3 Charanga music units (as a minimum) in phases KS1, LKS2, UKS2 on a 2 year cycle so that all children receive the same input including our mixed year groups - 3 units from each year group. KS1 focus on the use of voice and percussion instruments, LKS2 on voice and the glockenspiel and UKS2 on voice and the recorder plus an opportunity to bring everything they've learnt together.

EYFS give a solid foundation on which to build this on including exploring nursery rhymes according to their interest/those they don't know and completing a transition unit to prepare them for KS1. EYFS also supplement their learning with 'Singup' units depending on the needs of the cohort.

Through the scheme, pupils are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. This provides them with the opportunity to become increasingly confident in their musical ability.

We teach units as follows:



We utilise WEMA to further ensure we are offering progression in our Music offering. These projects have been carefully selected to build on previous years learning. Projects include opportunities to perform as a group, ideally to perform outside of school within the local community and/or with other schools, develop the ability to play a musical instrument (Year 4) and experience live music.

Our offering is as follows:

	Music Hub Activities: Activities offered in addition to Charanga units, musical learning offered through topic/curricular based learning including dance opportunities, class performances, class assemblies, French assemblies and plays.	
EYFS	Beat Bus - 10 weeks of 30 minute sessions (class of 22/23) focussing on pulse, pitch and rhythm using their body and percussion culminating in a performance to parents at the end.	Charanga nursery rhymes and transition unit taught for 30 minutes per week by class teachers supplemented by Sing up resources as needed by the cohort. Additional time spent on music for WEMA activities and within continuous provision,
Y1	Lets sing! 5 week project of 1 hour sessions with a focus specific to the cohorts needs. Previously this has included physical active participation for all. This will culminate in a performance to parents and the school at the end.	3 Charanga units taught by PPA teacher (classes 3 and 4) or Class Teacher (class 5) 40 minutes per week for at least 3 short terms of the year.
Y2	This is a development point. We are seeking to provide a singing project alongside other Hub schools, supported by WEMA. This will involve performing with children from other schools.	Additional time spent on music for WEMA activities

		and cross curricular learning.
Y3	This is a development point. We are seeking to provide a singing project alongside other Hub schools, supported by the WEMA. This will involve performing with children from other schools.	3 Charanga units taught by PPA teacher (1 hour per week for 4 out of 6 terms)
Y4	Music Explorers - 10 week who class ensemble programme of 35 minute sessions (class of 30/15) in an instrument. We have requested this to be the ukulele. We then offer the children to continue with the allocated instrument with a peripatetic teacher. This will culminate in a performance to parents at the end.	Additional time spent on music for WEMA activities and cross curricular learning
Y5	We seek to offer a trip to enjoy live music. This might be via WEMA <u>or otherwise</u> . We hope to offer a trip (tickets pending availability in September) to see and perform with the Bournemouth Symphony Orchestra in January this year	One of the class teachers teaches all 3 classes via a carousel for 30 minutes once per week for 4 out of 6 terms of the year. They teach 3 Charanga units across the year.
Y6	Consolidation through participation in a musical at the end of the academic year which will be performed to parents and the whole school community.	Additional time spent on music for WEMA activities and cross curricular learning
Y5/6	Together they will participate in a world music workshop - this will be a steel pans workshop this year.	

Music is embedded into school life and in addition to specific learning detailed above it is taught as part of topic cycles where appropriate, such as our 'Kenya' topic offering opportunities to explore African drumming and its associated culture.

Although we support all pupils including those with SEND, each pupil is supported on an individual basis to access all opportunities and reach their full potential. This might include provision such as pre teaching, offering resources such as ear defenders or splitting into smaller groups (as we do with teaching steel pans). Music is universal and is an opportunity to bring all pupils together regardless of background, home language and needs.

We also use music as a means to celebrate diversity including but not limited to engaging with a Black History Music Calendar, music from around the world, music to support the Christian ethos of the school and music to support mental health and wellbeing.

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.

At Frampton Cotterell C of E Primary School we wholeheartedly support any child who wishes to learn a musical instrument. We firmly believe that this will help to develop their general listening skills, co-ordination and motor control, self-confidence, personal responsibility and social interaction as well as their general enjoyment of music. We actively encourage students to become involved in music and love being able to showcase our instrumentalists in performances too and we offer this at least once a year in the summer term.

We offer optional peripatetic music tuition to all children. Although this is chargeable (up to date costs and sign up information provided at least once a year), we offer support where we can to make this accessible to all and have one free bursary place available for Rock Steady each year. Those with particular circumstances such as pupil premium are encouraged to contact school to discuss their access needs.

We have 3 private peripatetic teachers who visit the school alongside WEMA tutors to provide one-to-one and small-group piano, guitar, singing, clarinet and harmonica tuition. WEMA can also offer other instruments upon request as well as instrument loan as needed. Children are free to learn for pleasure or work towards grades as they wish and in discussion with their teacher.

We also have Rock Steady visiting the school offering opportunities to make music as a band. Children are able to play in year group bands.

We have offered a choir in many guises over the years. This is an ever evolving offering to meet the needs of the pupils. Last year this was a 'crafty choir' open to all year groups to meet the children's needs.

Last year we also offered a ukulele group for those in upper key stage two and will seek to offer another music activity this year as pupil demand suggests.

We also offer a drama club which involves music opportunities.

After school the school hires it's facilities out to 'School of Rock' and a dance school offering students more access to musical activities local to them which enhances their music learning.

As a school we regularly signpost children via the school newsletter to high quality music opportunities provided by or via WEMA. This might include access to join ensembles, orchestras and groups provided by WEMA or other bodies such as TAYM.

We have a music room which is booked out every day for co-curricular music tuition. If children wish to rehearse or practise outside of their tuition time then this can be done via arrangement with their class teacher.

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.

We have weekly whole school singing assemblies (explicit music teaching) led by staff on rotation to ensure singing/music is a focus for all and we have termly French (singing) assemblies. We are also starting to include singing in our other whole school acts of worship.

This year we aim to offer more live music and also more opportunities for children learning musical instruments to share their progress in school and as such we are developing a sequence of assemblies utilising our peripatetic teachers who will perform and showcase their students learning. We also hope to have a group in, provided by WEMA, to offer a live music opportunity.

Rocksteady will also provide three assemblies a year showcasing their bands accomplishments.

Every class will perform a class assembly once during the year to the rest of the school and their parents. There will also be specific performance opportunities for year groups. EYFS / KS1 will perform their Nativity, LKS2 will perform an Egyptian or Roman play (one or the other according to cycle A or B), Year 5 will perform a Christmas drama as part of a wider KS2 Carol Service and Year 6 will perform their end of year musical. These will be enjoyed by their parents and the rest of the school.

Anyone learning a musical instrument in or out of school will have the opportunity to perform (if they wish) in the Music Showcase after school in the summer term to parents and the wider school community.

This year, in February, the whole school will take part in the iSingPOP project and this will culminate in three performances to the wider school community. This will be kindly funded by the PTFA.

Subject to (free) ticket and (chargeable) coach availability Year 5 will go to see and participate in a concert with Bournemouth Symphony Orchestra.

Performances/opportunities to be an audience member will occur throughout the year in line with the end of the WEMA projects.

In the future

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

This year

- Increase opportunities for all children to enjoy high quality live music performances.

Action - Music lead to coordinate a sequence of assemblies utilising our peripatetic teachers to provide high quality performances and also for their learners to perform and share their progress in school.

Action - Investigate opportunity to have a group in provided by WEMA to offer a live music performance.

- Up level teachers music teaching and confidence to teach music.

Action - Music lead to attend South Glos Alliance training over 24/25 academic year.

Action - Collaborate with the schools within the Endeavour Hub and look at CPD opportunities.

Action - All teachers to support singing assemblies.

- Develop opportunities for collaboration outside of the school particularly for our year 2 and 3 children who previously would have been involved in collaborative events with other schools provided by WEMA.

Action - Collaborate with the schools within the Endeavour Hub and look at providing Singing festivals for Year 2 and 3. Contact South Glos Alliance Hub partners to see if we want to bring this together as a hub.

In the future:

- To increase singing opportunities within our other whole school acts of worship.
- Revisit how the history of music is taught/learnt.
- Develop choir and other co-curricular opportunities further.
- Develop IT within the curriculum, particularly within upper key stage 2 - look at free resources on the internet and use of Charanga YuStudio

Further information (optional)

Our local music hub is West of England Music and Arts (WEMA)

[West of England Music and Arts | West of England Music and Arts \(wema.org.uk\)](http://wema.org.uk)

Children from the school are also involved with Thornbury Area Youth Music (TAYM)

[HOME | Thornbury Area Youth Music](#)

iSingPOP

[iSingPOP | Resourcing Schools and Churches to Explore Worship](#)