

## Music Development Plan –

School: Cockwood Primary

Trust/local authority: Ivy Education Trust

Local music hub: Devon

Music lead: Laura Buttree

Music specialist (if applicable): Ken Parr/ Sarah Seymour (visiting teachers for KS2)

Headteacher: Alison Roper

Date written: 14/5/23

Review date: 14/5/24

	<b>Music Development Plan</b>
<b>1 – Overall objective</b>	To embed the music curriculum successfully, ensuring children make good progress in appraising, listening, composing, playing, singing and performing. Children leave Cockwood School being able to play a musical instrument
<b>2 – Key components</b>	Well rounded and established Music curriculum, including use of music technology where appropriate – EYFS, KS1, KS2, SEND Classroom instrumental teaching - recorder, glocks, doods Progression within classroom instrumental teaching Visiting music teachers Links with external music organisations Pupil Premium student engagement in peripatetic lessons CPD for teachers Choir Whole school singing assemblies Performance opportunities throughout the year Music trips Musical engagement with feeder secondary schools Additional funding from hub/charities/fundraising Equality for all in musical endeavour
<b>3 – Classroom instrumental teaching</b>	All children will play an instrument in every year of their school journey. EYFS - Percussion opportunities / some recorder if chosen Year 1 - Glocks/ Recorder Year 2 - Recorder/ Glocks/ Dood Year 3 - Glocks/ Dood Year 4 - Glocks/ Dood Year 5 - Glocks/ Dood Year 6 - Glocks/ Dood  Students progress from recorder to Dood, which has the same fingering and notation, but uses a more sophisticated embouchure.

	<p>Glocks remain as a constant throughout the child’s learning journey at Cockwood, to allow for wider opportunities for composition and percussion playing, allowing all elements of the music curriculum to be addressed.</p> <p>We own a class set of recorder, 20 glocks, and 40 doods, allowing for all instrumental playing to happen, regardless of funding/ hire limitations.</p> <p>These lessons are taught by:  Laura Buttrees (clarinet player to Grade 5 / woodwind experience)  Daniel Fenton (trained in piano, can read music and also play guitar)  Lauren Brewer (oboe player to Grade 5/ woodwind experience)</p> <p>Class 1 have a visiting teacher for the Summer term. This has been Sarah Seymour, and Ken Parr, to ensure we are pushing our elder students, giving them a varied diet, and providing breadth and depth. This is funded by MEG funding.</p> <p>Children progress in the quality of the sound they make, the amount of notes they can play and change between, and the way that they read notation.</p> <p>When appropriate, instruments are ‘checked out’ and sent home for children to continue music making. We have done this with ocarinas and ukulele, where Charanga was used to direct lessons at home, and involve families in music making.</p>
<p><b>4 – Implementation of key components</b></p>	<p><u>Where we are:</u></p> <p>Music is taught on a Tuesday afternoon in all 3 classes. This is taught for half an afternoon every week throughout the year. Documentation on curriculum plan and progression can be seen.</p> <p>For EYFS, they take part in whole class quality singing and musical games with Year 1, but are then able to explore a range of tuned and untuned percussion after. This progresses throughout the year, and is in line with books of the week and overarching themes. It also follows children’s interests, using ‘in the moment’ planning to facilitate organic music endeavour.</p> <p>Music assemblies happen every Thursday, led by the Music lead. To enter and leave assembly, music is used from ABRSM Classroom 200, where a discussion is then had around the features of the piece and its place in history.</p> <p>Within Music lessons and days/ discussions when relevant (e.g. History learning around a period) music is taken from the repertoire within the Model Music Curriculum</p> <p>Songs are sung from Sparkyard, covering a range of seasonal songs, collective worship and songs for pleasure. These include songs in parts and some with harmony.</p>

Peripatetic lessons available currently are:

Drums  
Guitar and Ukulele  
Clarinet  
Saxophone  
Flute  
Violin

These happen within lesson time throughout the day, mostly morning lessons. Guitars happen all day

Children perform to an audience at least three times a year.

Harvest festival service at Cofton Church

Carol Service at Cofton Church

Whole School Musical at Langstone Cliff Hotel

Class Assemblies (1 a term- mixture of song, dance, acting)

Music Showcase in summer for peripatetic students

Year 6 Show with Staff at Langstone Cliff Hotel

Ivy Trust Performance

Teachers assess summatively using target tracker, using the objectives to check for coverage and the summative steps to check for progress. Teachers and children record learning within 'Big Book of Music' to collect knowledge that needs to be remembered. This helps children to know more and remember more. Teachers and children also utilise recording of playing to help inform progress. Teachers have the advantage of keeping students for 3 years at a time, meaning they have a secure understanding of students' progress, weaknesses and strengths, and the needs of their pupils.

Choir meet weekly and sing a repertoire of ballads and pop hits, providing a contrast from songs sung within singing assemblies. There is a focus on performance, with children always working towards a performance of a kind- Teacher Rock at Exeter Cathedral, Devon County Show, Singing on the Bandstand etc. They are very present and well known within the community, and have raised money for charity also.

We are raising the profile of composition and children's own musical direction by using 'Performer Corner'.

Children's voice is heard through input in the Class Music book, and by feedback given to Music Lead through Google Forms and regular discussions in Music assemblies. There is also an envelope available for musical suggestions and ideas on the Music display.

Links with external music organisations are made when relevant and in line with curriculum content and progression. Daisi is used to provide musical workshops that engage and inspire, and

	<p>provide opportunities for music making on a larger scale that we cannot provide within our small site.</p> <p>All children, regardless of background or ethnicity are given the opportunity to make music, experience live music, sing, compose and play. Music is a binding thread that links us all together, and we actively try to remove the barriers that differences in cultural capital put in place. Pupil premium students are targeted with musical opportunities off site, and are offered 50% off peripatetic musical lessons. CiC are given these fully subsidised by the school. PP children are targeted and prioritised in musical trips and opportunities, and there are good links with parents.</p> <p>Teacher regularly liaise with LB on curriculum updates and progression. LB supports teachers in delivery of Doods, especially liaising with Class 2 teacher. Teachers learn from peripatetic teachers (Ken Parr, Sarah Seymour) to upskill themselves.</p> <p><u>Actions:</u>  LB to find and facilitate ensemble playing across the Trust, and within Cockwood School. (After renovation, in new space)  LB to promote more children going on to play at a higher level, and following a musical pathway. (Links with teachers, career week focus)  Continue to engage PP families in music making and find ways to make this happen- liaise with SENDcO for this.  Develop a robust system for tracking progress with Doods, that all teachers can follow.</p>
<p><b>5 – Communication activities</b></p>	<p><u>Where we are:</u></p> <p>Music has a dedicated page on the website where the progression document is available, as well as progression of vocabulary. You can see our Intent, Implementation and Impact.</p> <p>The website is regularly updated with musical endeavour, showcasing what is going on around the school. The curriculum maps are available to see the music learning happening in each class throughout the year, and how this applies to each year group.</p> <p>Throughout the year a letter and email is sent to parents around the peripatetic lessons on offer in school. This is also shown on the website under the Peripatetic Lesson tab.</p> <p>Monthly newsletters showcase trips, performances and workshops that have happened that month, and letters are frequently sent to parents around performance opportunities.</p> <p><u>Actions:</u></p>

	<p>LB to make musical leaflet to give to parents in September, outlining all musical opportunities. LB to explore Youtube channel.</p>
<p><b>6 – Evaluation process for the success of the Music Development Plan</b></p>	<p><u>Where we are:</u></p> <p>LB to regularly assess the effectiveness of the music curriculum and development plan by:</p> <ul style="list-style-type: none"> <li>- checking target tracker usage and coverage</li> <li>- checking target tracker to track progress of key student groups, and identify G&amp;T</li> <li>- Book looks into Big Book of Music</li> <li>- Pupil feedback in google forms and focus group discussion</li> <li>- liaising with staff to check their feelings and views on current curriculum</li> <li>- liaising with Head of School to discuss school priorities and progress</li> <li>- update music action plan to see progress within key objectives</li> <li>- see increased levels of children achieving instrument competence upon leaving school</li> </ul> <p><u>Actions:</u></p> <p>LB to embed Seesaw to aid with video capturing progress, and to allow children to be more involved with capturing their own playing and recognising progress. This in turn will also be sent to parents. Arrange meeting with Tom Deam from Music Hub to check progress.</p>
<p><b>7 – Transition work with local schools</b></p>	<p><u>Where we are:</u></p> <p>We have established super relationships with our local feeder schools, as well as schools within our Trust.</p> <p>Jonathan Waterworth has close links to Cockwood, and has liaised with us on singing projects. Pat Saturley has facilitated Trust singing events, and opportunities for children to sing and perform within the Arts Building at TCS.</p> <p>LB liaises with local Music leads to pass on information about G&amp;T students, and musical ability.</p>

	<p>Pre-schools pass on information about children when starting school- any areas within development matters in Music that could be addressed, or any children showing exceptional talent.</p> <p><u>Actions:</u>          Arrange performance opportunity for Yr 6 and Secondary schools to collaborate within singing.          Liaise with school at end of Summer term to pass on information about current students</p>
<p><b>8 – Budget materials and staffing</b></p>	<p><u>Where we are:</u></p> <p>Music Education Grant - £400. This is spent wholly on a peripatetic visiting teacher for KS2 for the summer term to accelerate progress.          The Helen Foundation - £350 yearly.          PFA funding musical instruments and trips. In the last year - £1000 on Doods, coach funding for BSO orchestra trip £300, funding for Music for Little Minds workshop £90.          Sparkyard membership - £200          Teacher Rock Choir membership sign up - £50          School contribution to musical resources - £100          South West Music Conference - £75</p> <p>Music in the Castle events are free, and use staff cars          Choir events locally and Devon County Show use school minibus for transport.</p> <p><u>Actions:</u>          Continue to source funding for musical opportunities from local charities and companies.          Try to fund another peripatetic teacher for Class 2 for Summer term, to accelerate progress before Class 1.</p>
<p><b>9 – Pupil Premium and SEND provision</b></p>	<p><u>Where we are:</u></p> <p>Pupil Premium students have all been offered peripatetic lessons at half price, half being funded by the school.          PP and SEN children are prioritised when planning for music trips and musical endeavours. e.g. Music in the Castle.</p> <p>SEND children considered and catered for in every lesson. Children who struggle with noise are given opportunities to explore making music using music technology.</p> <p>All children, regardless of background or ethnicity, are exposed to high quality music making, and given equal opportunities to sing, compose and experience high quality music.</p>

	<p><u>Actions:</u></p> <p>Update the register of Pupil Premium children engaged in extra-curricular music activities</p> <p>Review budget and ensure equality of provision for children who cannot afford to access paid-for provision.</p> <p>SEND – with school's SENCo, review the access arrangements for SEN children within curriculum music lessons and beyond</p>
<p><b>10 – Summary Action Plan</b></p>	<p>LB to make sure all documentation is relevant and provided for staff to ensure success</p> <p>LB to find ways to make ensemble learning happen regularly, making links within our trust to help make this happen</p> <p>LB and AR to help find ways to continue to promote music making and reduce the gap of cultural capital with PP students, offering more support towards instrumental lessons</p> <p>LB to find workshop for DF to attend to help upskill him in Dood playing in particular</p> <p>LB to find new piano teacher to replace Chloe Taylor we just lost.</p>