



Music Development Plan

School: Cotgrave Candleby Lane School

Trust/local authority: Flying High Trust

Local music hub: Nottinghamshire Music Hub

[Nottinghamshire Music Hub | Inspire - Culture, Learning, Libraries \(inspireculture.org.uk\)](https://www.inspireculture.org.uk)

Music lead and specialist: Miss Louise Waters

Peripatetic Teachers:

Violin and Piano: Ms Hendry

Woodwind and Piano: Ms Reavley

Drumming: Mr Comerie

Guitar: Mr Bowman

Headteacher: Mrs Lindsay

Date written: 8th July 2024

Review date:

Music Development Plan	
<p>1) Overall objective</p>	<p>To provide an extensive, diverse, and progressive music curriculum for all children within school (during school hours and before/after school). This will be delivered through outstanding music teaching and leadership. This will include an 'all year round' programme of performance in school and out of school, making Cotgrave Candleby Lane School a leading light in music education within the local community, Cotgrave and beyond. This will also maximise cultural capital for all our children, their overall wellbeing and confidence, while creating a supportive community of music making.</p>
<p>2) Curriculum Principles</p>	<p>CCLS school curriculum vision is LOVE where the principles are:</p> <ul style="list-style-type: none"> • Long-term memory • Oracy rich • Values based • Experiential <p>L - Learning in Music is mainly practical with many musical facets interacting and weaving into each lesson. Between units that have been covered previously in other years, and from week to week, learning is revisited as part of the lesson design model in the reactivate section with regular ongoing skills continually reaffirmed and practised through moving, singing, playing and use of music technology playing an vital role.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Key sticky knowledge from the previous lesson is recalled to enable pupils to build knowledge in the sequences of lessons. Progressive sticky knowledge documents help ensure that this knowledge is identified for each KKPD. Lessons are planned in granular sequences of knowledge to support retention into pupils' long term memories.</p> <p>Children's work is often used as a starting point and used to demonstrate work from previous sessions. Work is recorded in Music Floor Books using QR codes of practical sessions and theory covered.</p>

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O - Pupils are immersed in musical vocabulary throughout the lessons and are encouraged to use these words and make connection with other subjects when applicable.

These words and phrases are often underpinned with pictures and actions where use of body and voice encourages aural, visual and kinesthetic learning.



V - Music learning is important in relating pupils to our values based curriculum with particular emphasis on Creativity, Perseverance, Pride and Confidence. Music also helps to teach our pupils about fundamental British Values, such as mutual respect and tolerance as they learn to appreciate music from other cultures and appreciate the work of their peers working together and as individuals.

Everybody is Unique! (Black Lives Matter Month)

Care for everybody in Candleby Lane,

Be fair for BIG and small.

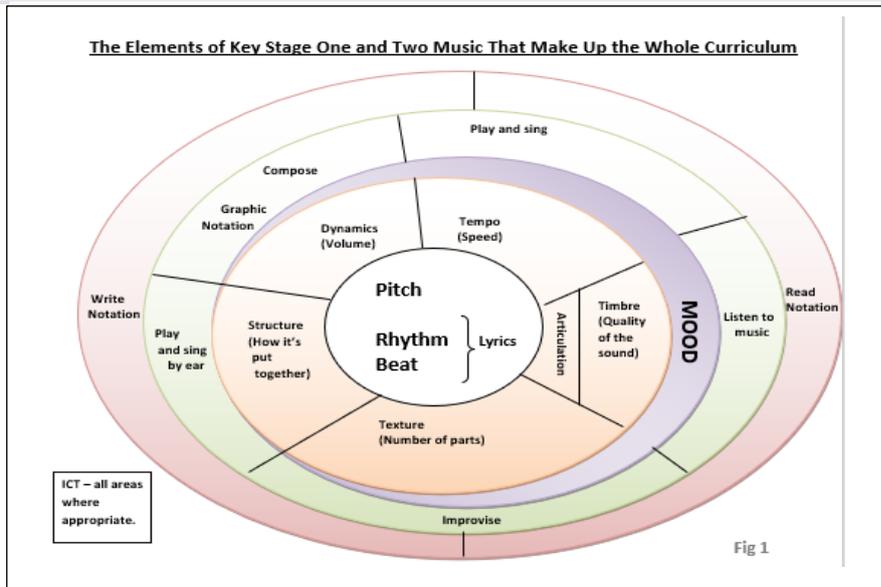
Be kind, respect for ev'rybody's special!

We're unique, we different, one and all.

(Composed by Year 1s) (To the tune 'Heads, Shoulders, Knees and Toes')

E - Through singing, playing, moving and composing children are immersed in experiential learning as they feel music through their whole body - learning the language of music first before writing and reading it. Concerts given by children in school, by the local secondary school and as part of the Flying High Trust are a fundamental part of the school calendar. Professional musicians works are also experienced with concerts both in and out of school throughout the year. Cultural capital is developed in our pupils through music as they learn about famous composers, styles and genres of music and pieces of music. They listen to performances and develop a wide ranging knowledge of music through history. Pupils are encouraged to learn musical instruments such as piano, flute, violin and drums.

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3) Key components

- Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND.
- Classroom instrumental teaching
- Visiting music teachers
- Links with external music organisations
- Pupil Premium student engagement
- SEND provision
- Succession planning and CPD
- Choir/ensemble
- Whole school singing assemblies
- Performance opportunities
- Musical engagement with feeder secondary schools
- Additional funding from hub/charities/fundraising
- Communication Activities

**Music
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4) Implementation of key components: Music Curriculum

The Music Curriculum

Our curriculum meets the expectations set in the National Curriculum and the educational programmes of the EYFS framework. In some areas we exceed these – for example, we have many extra curricular opportunities for pupils to extend their musical ability. This gives opportunity to perform in concerts and make links with secondary schools introducing children to a variety of musical outlets and opportunities.

Key knowledge is identified through our KKPD statements which allow for sequential learning and progression from F1 right through to Y6. The KKPD statements include both substantive knowledge (e.g. developing an understanding of the interrelated dimensions such as pitch, dynamics and tempo) and disciplinary knowledge (e.g. How to use these interrelated dimensions when singing and playing). (see appendix 1)

The KKPD statements are organised sequentially and progressively onto the curriculum subject map. This shows what composite knowledge will be taught in each year group and when. (see appendix 2)

The teaching of Music is given dedicated subject time in the school timetable. Whilst learning subject-specific content throughout Music, we build in opportunities for the children to reflect on the learning, through authentic outcomes: how this knowledge can impact them or their community today and how we can use it to make the world a better place. e.g. Links with Kindness Team and Community Kitchen for Harvest.

Classroom instrumental teaching

Whole class Samba provided by Inspire Notts Hub – A specialist team teaches with Miss Waters. The lesson is then taught to two other classes in the Year Group. The hired musical instruments are in school for a term and are used with the year above to reactivate and further the work from the previous year.

Children are given opportunity to take up drumming lessons with Rockley Music and/or further work with the Samba Band at secondary school. Each year SNA bring their Samba band with some of the CCLS ex pupils performing in the ensemble.

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Visiting music teachers

Children are given opportunities to extend their musical experience in class, by learning an instrument 1 to 1 or in groups. We have a team of passionate and dedicated peripatetic teachers who come throughout the week and have regular timetables set by the Music Lead. These lessons include: guitar, ukulele, violin, flute, clarinet, drums and piano.

Every year, each discipline puts on a concert alongside the Music Lead: Guitar – Mr Bowman in March; Piano and Strings – Ms Hendry and Ms Reavley in March; Drums – Mr Comerie in June. Woodwind – Ms Reavley in June.



Piano and Violin - March



Guitar - March



Drumming, Woodwind and
Choir Concert - June

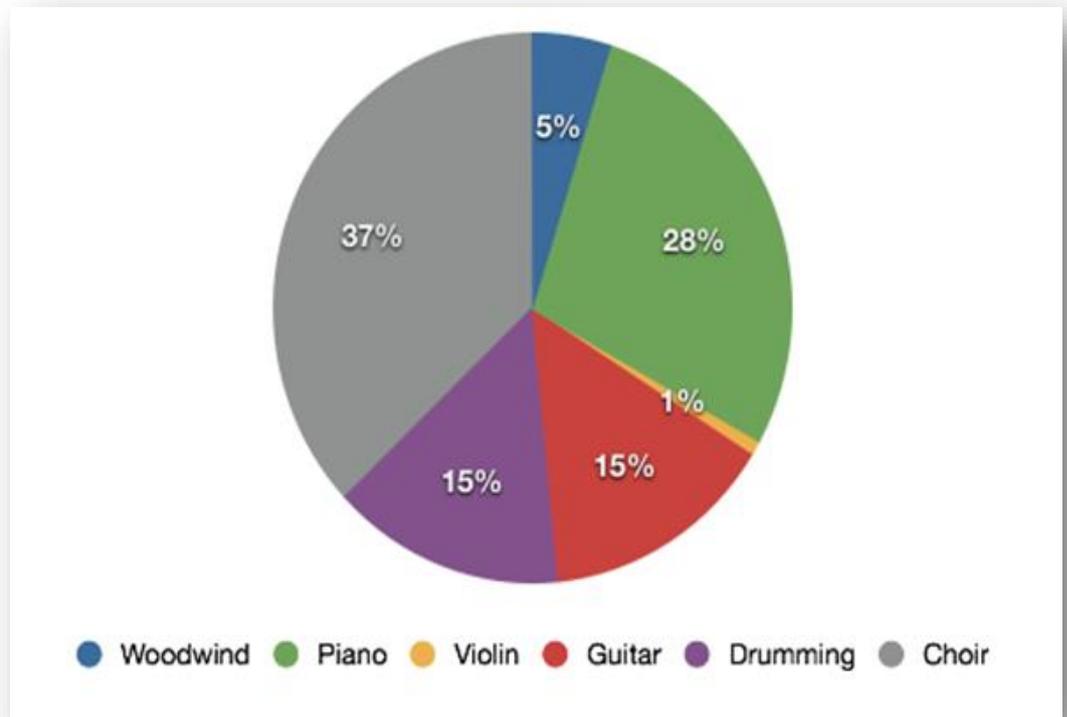
Children taking music lessons often practice in school during break and lunchtimes and are encouraged to perform in class and in assemblies.

The peripatetic teachers are linked directly with parents and so can relay progress and changes in lessons so that lessons run smoothly. The Music Lead oversees the running of this leasing with parents initially and occasionally once set up.

Each summer term a questionnaire is set up to all the Year 3-6 parents to explain instrumental lessons for the following year. The Music Lead sets up the timetables so that lessons work well for the class teachers and don't clash with other subjects like swimming.

Pupil Premium students – Pupil Premium Children are offered a reduced price for lessons: 40% CCLS pays, 60% Pupil Premium parents pay.

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Links with external music organisations

CCLS has close links with Inspire Nottinghamshire Music Hub who we advertise events for and work with each year to deliver our whole class Samba experience. Ms Hendry and Ms Reavley have linked up pupils to Music Making for Strings in Nottingham for talented violinists and Ms Reavley has linked up pupils to Nottingham Youth Orchestra when appropriate. Woodwind. Ms Reavley has published her first Clarinet Book which the children have helped with and are now very excited to be starting their second Book!

Certificates and awards are given by teachers and if appropriate, official exams including Trinity, ABRSM and Rock School Exams are taken. Results are celebrated by the school and certificates are displayed on the Music display in the Heart.



**Music
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Succession planning and CPD

The Music Lead is attending the Young Voices workshop in September 2024 in Sheffield.

Choir & School Ensemble

The choir is open to Years 3 to 6 children and is run by Candleby Lane's Music Specialist. Children of the choir perform regularly both in School, Cotgrave- Community and further afield: Sharing a day singing with and to another school in the Trust in Chesterfield; Christmas Dinner Pensioners' Meal; Craft Fair at the Welfare; Switching on of lights in Cotgrave; [Lights Switch On 2023 \(youtube.com\)](https://www.youtube.com/watch?v=...)

Young Voices at Sheffield Arena; School Summer Fayre; joining with 33 schools in the Flying High Trust at Motorpoint Arena for a Musical Extravaganza to mark their Awards Ceremony.

The Music Lead regularly updates the school website for children to access songs and practice between sessions. [Choir | Candleby Lane School](#)

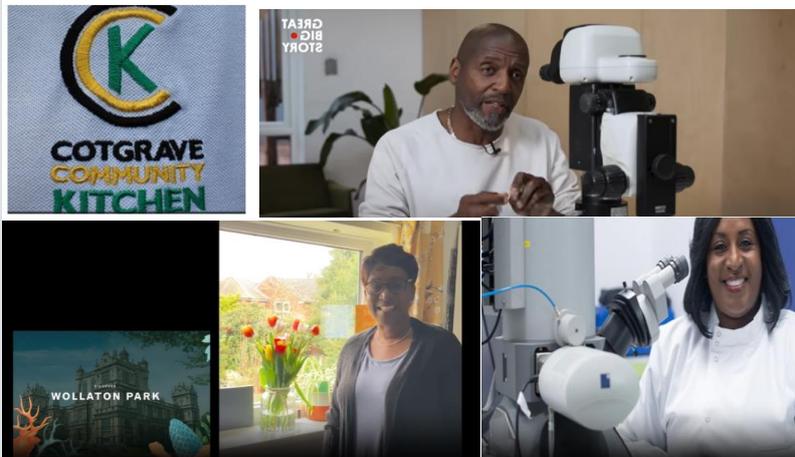
Guitar and Woodwind practice pieces to perform in small ensembles. Guitars performed in Leavers, Friday assembly, Woodwind for Christmas Carols.

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Whole school singing assemblies

We provide weekly Singing Assemblies for Key Stage 1 (Foundation join this a specific times of the year (Harvest, Easter); Years 3 and 4; Years 5 and 6. The Singing Assemblies weekly whole school singing assembly are lead by the yearly events e.g. Harvest, Christmas, Easter, Leavers as well as using the Model Music Curriculum listening suggestions and reactivating and embedding key skills learned in lessons as warm ups e.g rhythm activity.

Often cross curricular with outside links: Kindness Team and Cotgrave Community Kitchen; Photographic Competition linking up with Nottingham University and Wollaton Park Art Exhibition and artist Dr Willard Wigan MBE work with mental health.



Performance opportunities

CCLS provides a range of performance opportunities for children in school and beyond for parents to attend: Harvest Festival, Cake and Smile, Nativity for Foundation, Nativity for Key Stage 1, Carol Concert, Easter Assembly, Year 6 Production. (also see above on instrumental lessons)



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Musical engagement with feeder secondary schools

CCLS have a very strong link with our main feeder school SNA for Music. We are linked on Twitter and often comment on activities across the schools. The Music Lead will print out twitter feeds and display on the CCLS Music display of ex pupils' performances when appropriate. Regular phone calls and emails are sent to help with information and organisation.

On special events like productions, teachers and pupils attend events. SNA teachers have come to look at and teach in CCLS in the summer.

Ex students return and talk to the teachers on a casual basis to talk about what they are doing across subjects including music.

SNA music department come and perform at CCLS to Key Stage 2 pupils in the Summer Term.



In the Summer Term, the Head of Music comes in to CCLS to talk to the Year 6s about Music at SNA and to link them up with instrumental lessons for September. Children's parents are sent out an email via CCLS from SNA to set up lessons if required. (see above as to feeder school links)

Children have a transition day in June to their new school.

Additional funding from hub/charities/fundraising

Inspire Youth Arts have funded a number of projects including supporting the choir; and composing workshops where a specialised teacher came to help an SEND child and their peers access choir by using Music Technology.

This was followed with more support composing using music technology with SEND children.



We also secured over £1000 funding from a local group to fund the bus for the choir to go to Walton Peak Flying High School in Chesterfield and the Young Voices at Sheffield Arena.

[Young Voices 2024 \(youtube.com\)](https://www.youtube.com/watch?v=...)

[Twitter shorter version CCLS and Walton Peak 24th March 2023 \(youtube.com\)](https://www.youtube.com/watch?v=...)

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5) Pupil Premium Engagement	Each year the Music Lead provides a list of pupils to the Pupil Premium Lead and updates the register of Pupil Premium children engaged in extra-curricular music activities.
6) SEND provision	<p>We want all of our children to access an ambitious curriculum. We believe in scaffolding up, and not dumbing down, the curriculum. A number of adaptations are available for children who have additional barriers to their learning. These can be use of larger instruments or beaters to help with gross/fine motor skills. TAs or peer supporting with activity and visual reminders to help with learning.</p> <p>For children with challenges accessing learning, we offer:</p> <ul style="list-style-type: none"> • Large Metallophone with large beaters to help with movement striking the notes. • Larger untuned percussion instruments. E.g Bass Drum, djembe • Emotion cards and additional adult support for pupils who may find activities challenging and have SEMH needs. • Use of specialised teacher from outside providers to help children with certain needs. (See additional funding below) <p>A number of AFL strategies are also in place across school to scaffold and support learners.</p> <p>Where accessing reading materials could be a barrier (e.g. lowest 20% of readers), we include visual and audible scaffolds.</p> <p>SEND – with school's SENCo, review the access arrangements for SEN children within curriculum music lessons and beyond; review music curriculum with SENCo to consider special adjustments for children with additional needs.</p>
7) Communication activities	<p>Each year a questionnaire is sent out about extra curricular music provision . The lead then collects all the information and sets up links with the peripatetic teachers for September. Throughout the year, if children take up an instrument they contact the office, who then links up with the lead. Sometimes children will have to placed on a waiting list if there aren't enough spaces, but priority is given to the older children.</p> <p>On the School website there is a section dedicated to Candleby Music where there are subcategories: Whole School, Class Music, Choir, Instrumental Lessons and Flying High Trust.</p> <p>Candleby Music Candleby Lane School.</p> <p>The website is continually evolving as it is used to learn songs, celebrate work and performances and store key information for both pupils and parents/carers. The CCLS website has a database of music lessons too that are documented in the Floor Books.</p> <p>Also 2 books documenting Music at Cotgrave have been made celebrating all the music at CCLS and are displayed on the Music table for children to reflect on and enjoy looking back on significant events:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

Music Development Plan	
8) Budget materials and staffing	Budget is not set but equipment is replaced when needed.
9) Evaluation process for the success of the Music Development Plan	Meetings with headteacher to assess the progress of the programme; regular contact with the local music hub to give feedback and receive additional support on any difficulties encountered.
10) Summary Action Plan	<ul style="list-style-type: none"> • Email headteacher to arrange meeting to discuss budgets in the next term • Research CPD and book for next term. • Increase links with Notts Hub. • Organise funding and explore other avenues. • Use website and twitter more to share with parents.

