

# Music Development Plan

[Cornerstone Academy Trust] | 2024/25

Date of adoption: September 2024

Review: September 2025

Lead for this plan: Abigail Fleming

## Links:

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Music Mark's resource page](#) for the English National Plan for Music Education

Hub Local Plan for Music Education



## Music at [TCAT]

### Curriculum Music

area	what happens now	what we would like to see
<b>Overview</b>	<p>Scheme:</p> <ul style="list-style-type: none"> <li>• <a href="#">Music Curriculum breakdown.docx</a></li> <li>• <a href="#">Music Vocabulary 2021.docx</a></li> <li>• <a href="#">TCAT Music Resources.docx</a></li> </ul> <p>Music:</p> <ul style="list-style-type: none"> <li>• Music is regularly timetabled within the curriculum.</li> <li>• Music is taught by the music specialists.</li> <li>• We use the digital resources Singup, Bandlab for Education, YuStudio App and Charanga</li> <li>• The physical resources have been linked about.</li> <li>• There are formative assessments for Music which are linked to the model music curriculum.</li> <li>• Digital resources allow evidence of work produced to be recorded for Composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Musical progression over time is measured and celebrated.</li> <li>• There is adequate space and access to resources for teaching, including class sets of tuned and untuned instruments.</li> <li>• Staff can clearly articulate musical learning to others.</li> </ul>
<b>Whole Class Ensemble Tuition</b>	<p>Year groups:</p> <ul style="list-style-type: none"> <li>• EYFS- Tuned and untuned percussion</li> <li>• Reception- Tuned and untuned percussion</li> <li>• Year 1- Boomwhackers, chime bars and xylophones.</li> <li>• Year 2: Drums and xylophones</li> <li>• Year 3: Ukuleles.</li> <li>• Year 4: Brass band and Violin ensemble (YV)</li> <li>• Year 5: Recorders and Toots</li> <li>• Year 6: Revisiting xylophones (improvising) and Samba</li> </ul> <p>Instruments:</p>	<p>Musical progression over time is measured and celebrated through opportunities to perform.</p>

area	what happens now	what we would like to see
	<ul style="list-style-type: none"> <li>• This is led by music specialist teachers and class teachers.</li> <li>• We have bought music instruments across the trust using the Music education grant. We also hire instruments on both a short term and long term loan basis from a Music hub.</li> </ul> <p>Learning:</p> <ul style="list-style-type: none"> <li>• Learning is supported and extended through giving the children the opportunity to practise outside of lesson time.</li> <li>• We have end of term concerts where children can share what they have been learning.</li> <li>• Outcome is measured through the end of project concerts that happen in select year groups.</li> <li>• Small group or individual lessons on the same or related instruments can be booked through peripatetic lessons.</li> </ul>	
<b>Singing</b>	<ul style="list-style-type: none"> <li>• There is a school choirs in each year group for - EYFS, KS1 and Lower KS2 and attendance is compulsory.</li> <li>• Upper KS2 choir runs in schools, but attendance is optional.</li> <li>• There is also a M.A.T. wide Chamber Choir.</li> <li>• There are dedicated choir practise each week which last 40 minutes. These are used as Music teaching opportunities.</li> <li>• SEND pupils are catered for in all ensembles.</li> <li>• The standards from the model music curriculum are used.</li> </ul>	<p>All children are involved in regular school performances with events taking place at least termly</p> <p>Musical skills and interests are extended through extra-curricular activities, such as music clubs, and all children are given the opportunity to participate.</p> <p>The school actively pursues external funding sources to support further musicmaking opportunities.</p>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Each pupil from Year 1 upwards has their own Surface computer.</li> </ul>	<p>Musical progression over time is measured and celebrated through the use of Charanga where</p>

area	what happens now	what we would like to see
	<ul style="list-style-type: none"> <li>• Across the MA.T. pupils access Bandlab, Composition Apps on Charanga and also the YuStudio app.</li> <li>• The compositions projects in KS2 achieve a finished example of music in a particular style.</li> <li>• This is assessed the Model music curriculum.</li> </ul>	<p>examples of work can be uploaded and access by all teachers.</p>
<p><b>Opportunities to experience live music performance</b></p>	<ul style="list-style-type: none"> <li>• Children regularly hear live music performances which are delivered by children, teachers, amateur adults and professionals.</li> <li>• This is achieved through lessons, professionals being hired to perform in school and music specialist teachers.</li> <li>• This is funded through the trust music budget and the yearly music education grant.</li> </ul>	<p>To develop further opportunities for children to experience live music performances.</p>

## Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see
<b>Overview</b>	Policy (if any) Who leads activity and how that is funded How it links to the school's Music curriculum Charging practices	
<b>Singing</b>	Singing in TCAT: <ul style="list-style-type: none"> <li>• EYFS, KS1, LKS2, UKS2 and Chamber choirs.</li> <li>• These are led by specialist teachers and class teachers with a musical aptitude.</li> <li>• Choirs are accompanied by recorded instrumental and in some instances live accompaniment with the piano, guitar or percussion.</li> <li>• During the Autumn, staff of the Academy are invited to join a Christmas choir</li> <li>• Choirs take place weekly for each Key Stage and Chamber Choir. With additional rehearsal time allocated as required. All Choirs are facilitated within their specific school's hall.</li> <li>• Each child in every key stage is encouraged to participate with all choirs being compulsory, other than the Chamber Choirs.</li> <li>• With many performance opportunities throughout the year, the children are motivated to succeed and showcase their talents.</li> </ul>	We would like to develop how our pupils are assessed and developed. We think it would benefit our pupils to upload evidence to a class bank on Charanga.
<ul style="list-style-type: none"> <li>• <b>Ensembles</b></li> </ul>	<ul style="list-style-type: none"> <li>• List ensembles provided</li> <li>• EYFS- Tuned and untuned percussion</li> <li>• Reception- Tuned and untuned percussion</li> <li>• Year 1- Boomwhackers, chime bars and xylophones.</li> <li>• Year 2: Drums and xylophones</li> </ul>	We would like to develop how our pupils are assessed and developed. We think it would benefit our pupils to upload evidence to a class bank on Charanga.

area	what happens now	what we would like to see
	<ul style="list-style-type: none"> <li>• Year 3: Ukuleles.</li> <li>• Year 4: Brass band and Violin ensemble (YV)</li> <li>• Year 5: Recorders and Toots</li> <li>• Year 6: Revisiting xylophones (improvising) and Samba</li> <li>• Music Specialists and classroom teachers lead ensemble sessions.</li> <li>• Ensemble teaching is within the class setting but can extend to hall spaces.</li> <li>• All children are encouraged to participate</li> <li>• Each ensemble session is assessed and reviewed after each lesson. Development of our curriculum and lesson planning manifests through assessment.</li> </ul>	
<b>Tuition</b>	<p>Instruments (including voice):</p> <ul style="list-style-type: none"> <li>• Ukuleles, drumming, brass, strings, percussion and voice are taught.</li> <li>• These are taught by visiting music teachers and by Ruth Toze (Music specialist)</li> <li>• They are engaged through engaged through letters that are regularly sent to parents.</li> <li>• They split of boys/girls who have instrumental lessons across the trust are roughly equal.</li> <li>• Tuitions is promoted through regular correspondence.</li> <li>• Individual music tuition allows each child the opportunity to progress through accredited profession grades. Either with ABRSM or Trinity exam boards. They are encouraged to perform in concerts internally and externally of the Academy – such as the Devon Performing Arts Festival, Young Voices Concerts and at local events.</li> </ul>	

area	what happens now	what we would like to see
	<ul style="list-style-type: none"> <li>• Achievements are high within the Academy, based on quality tuition and opportunity.</li> <li>• Music is used as a strong strategy for engaging pupils who struggle to maintain consistent behavior – being an area of the curriculum that is adapted to build confidence.</li> <li>• Music rooms within the Academy are full throughout the week, with drop-out being minimal.</li> <li>• Feedback from pupils drives development. Feedback and open communication with parents supporting their child's musical development pushes for constant review and development in the right areas.</li> </ul>	

## Leadership

area	what happens now	what we would like to see
<b>Senior Leadership Team</b>	<p>Named members of SLT who champion the role of Music within Cornerstone Academy:</p> <ul style="list-style-type: none"> <li>• Alex Pulfer – Cornerstone Curriculum Lead.</li> <li>• Ant Lees – Deputy Head at West Clyst Primary School.</li> </ul> <p>Understanding of Music as a curriculum area:</p> <ul style="list-style-type: none"> <li>• Music is understood to be a key area of the curriculum and so there are three specialist Music teachers employed across the trust.</li> </ul> <p>Understanding of extra- and co-curricular music:</p> <ul style="list-style-type: none"> <li>• There are opportunities throughout the curriculum and timetable for extra music. An example of this is choir concerts at local National Trust properties.</li> </ul> <p>Assessment frameworks:</p> <ul style="list-style-type: none"> <li>• The model music curriculum guidance is used to assess the progress that children make.</li> </ul>	<p>Music is explicitly referred to in the school improvement plan and with clear targets tied to whole school priorities.</p>
<b>Subject leadership</b>	<p>Subject Leads:</p> <ul style="list-style-type: none"> <li>• Creative Arts Lead – Abigail Fleming</li> <li>• Music Lead – Ruth Toze</li> </ul> <p>How the curriculum is set or chosen:</p> <ul style="list-style-type: none"> <li>• The curriculum is chosen by the Music leads alongside the Model Music curriculum. Other curriculum sites support this such as SingUp and Charanga.</li> </ul> <p>How it is communicated:</p>	<p>All staff engage in appropriate subject specific professional learning to maintain their confidence and build expertise.</p>



area	what happens now	what we would like to see
	<ul style="list-style-type: none"> <li>• This is communicated through a sharing planning document that all teachers have access to.</li> </ul> <p>How delivery is monitored:</p> <ul style="list-style-type: none"> <li>• Delivery is monitored through the classroom coaching cycle as well as member of the leadership checking in with teachers and the delivery of lessons.</li> </ul> <p>How training needs are identified and met:</p> <ul style="list-style-type: none"> <li>• Training needs are identified through coaching cycles.</li> <li>• These are met through attendance at external conferences, opportunities for the specialist teachers to work together and online training.</li> </ul>	

## Budget

area	what happens now	what we would like to see
<b>Budget for Music</b>	The budget for the Trust is £72,500	
<b>Music income</b>	<ul style="list-style-type: none"><li>• <a href="#">Refer to charging and remissions policies</a></li><li>• Charitable and other funding received: £400 per school is received each academic year.</li></ul>	<p>To continue to receive £400 Music Education Grant for each school every year.</p> <p>To look into additional funding opportunities that are available for all schools.</p>

## Partnerships

area	what happens now	what we would like to see
<b>Partnerships with schools</b>	<p>Participation in local networks:</p> <ul style="list-style-type: none"> <li>• Cornerstone Academy Trust works as a local network in which musical opportunities are shared.</li> </ul> <p>What you do together:</p> <ul style="list-style-type: none"> <li>• Our music teachers share planning and work together to develop the music curriculum.</li> <li>• We therefore gain the expertise of music specialists in developing our curriculum.</li> <li>• The schools support this by ensuring that there is planning time where the Music leads can work together on projects and plans.</li> </ul>	<p>The views of children and parents/carers are considered when developing music provision</p>
<b>Partnership or relationship with local music service or Music Education Hub</b>	<p>Relationship we have with the music service:</p> <ul style="list-style-type: none"> <li>• Face to face Music Development Lead meetings.</li> <li>• Attendance at the Network meetings and the annual Music Conference.</li> <li>• Music leads are signed up to the Devon Hubdate service.</li> </ul> <p>How they enhance music in our schools:</p> <ul style="list-style-type: none"> <li>• The offer face to face music development lead opportunities.</li> <li>• There is regular communication with opportunities to engage in optional activities.</li> </ul>	<p>The school engages further with support available from the Hub and/or partner organisations. Local opportunities, such as Hub supported ensembles, music centres and events, are signposted.</p> <p>External providers regularly lead projects in the school that enhance music provision.</p>
<b>Cultural partners for music</b>	<p>Partners we work with:</p> <ul style="list-style-type: none"> <li>• There is engagement with the National Trust at Killerton House and Arlington Hall, both being used for performances.</li> <li>• Year 5/6 use the church for Christmas Services.</li> <li>• The Upper KS2 choirs visit Care Homes</li> </ul>	<p>There would be an interest in engaging with the Bournemouth Symphony Orchestra offering.</p>

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	<ul style="list-style-type: none"> <li>Schools have engaged with the Create and Dance element of the Royal Opera House programme.</li> </ul> <p>What they do and the value they bring</p> <ul style="list-style-type: none"> <li>Some of the partners act as venues and some provide support in furthering the music provision that we have in our schools.</li> </ul> <p>How activity is funded:</p> <ul style="list-style-type: none"> <li>The activities are funded in a multitude of ways. Some are classes as trips and so the parent pay a contribute as do the school.</li> <li>We have a National Trust Education membership as well.</li> </ul>	

## Accommodation and resources

area	what happens now	what we would like to see
<b>Spaces for Music</b>	<ul style="list-style-type: none"> <li>• Music is taught in a specialist classroom that also has a recording studio.</li> <li>• Choir practise in the school hall or in the specialist classroom.</li> <li>• Instrumental tuition happens in the specialist music classroom</li> </ul>	<p>We would like to develop the spaces for Music in our new schools Marpool, Clyst Heath and Countess Wear.</p> <p>Continue to develop the music curriculum through buy music instruments for the new schools.</p>
<b>Resources available for Music</b>	<ul style="list-style-type: none"> <li>• Yeo Valley has a long-term lease of thirty violins for the Year 4 ensemble and 5 flutes for instrumental lessons. These are from the Devon Music Education Hub.</li> <li>• The physical resources that the school owns can be found here: <a href="#">TCAT Music Resources.docx</a></li> <li>• The schools has a subscription to SingUp and also uses Bandlab for Education.</li> <li>• Resources are cleaned and maintained by the specialist Music teacher. They also identify any instruments that might need to be repaired or renewed.</li> <li>• Costs are funded through the Trust Music budget or through the Music Education Grant that the school receives every year.</li> </ul>	<p>Instruments for Years 5/6 at Monkerton Community Primary School.</p>

## Inclusion

area	what happens now	what we would like to see
<b>Overview</b>	<ul style="list-style-type: none"> <li>• The curriculum is made accessible for all learners through adaption of the planning for each class and individual.</li> <li>• The specialist music teachers and class teachers are aware of the needs of the class.</li> <li>• Interventions do not regularly take place for other subjects during Music lessons (particularly if the same child/ren are frequently taken out of Music)</li> </ul>	<p>Songs that are sung in languages spoken by families in the school community</p> <p>To develop the opportunity that Marpool have had at their school previously which was a festival style event. This will expose them to exposed to music from cultures other than their own and/or not represented in the school. This will also include non-Western instruments and genres, which reflect the heritage and traditions of pupils at the school</p>
<b>Special Educational Needs and Disabilities</b>	<ul style="list-style-type: none"> <li>• Music is used as a strong strategy for engaging pupils who struggle to maintain consistent behavior – being an area of the curriculum that is adapted to build confidence.</li> <li>• Adjustments for children with SEND are simplified music technology with individual plans that are assigned to them through Bandlab or Charanga. We also have a buddy system in class where students are encouraged to support each other.</li> <li>• We adapt lessons to make them quieter for children who are noise sensitive.</li> <li>• We have pupil led sessions where students get the opportunity to hear their voice on their opinions on music making.</li> <li>• Key workers that support in other areas of the curriculum continue to support in Music lessons.</li> </ul>	<p>We would like to develop how our pupils are assessed and developed. We think it would benefit our pupils to upload evidence to a class bank on Charanga.</p> <p>We would like to develop our engagement with other partners such as Music Hub, OHMI) Special provision such as Open Orchestras, Modulo Music Therapy or similar.</p>
<b>Religion</b>	<ul style="list-style-type: none"> <li>• Families’ religious beliefs and wishes are met in respect of Music. Parents are welcome to speak to leaders in each school about their beliefs and wishes.</li> </ul>	

area	what happens now	what we would like to see
<b>Financial hardship</b>	<ul style="list-style-type: none"> <li>• Remissions policies for extension and enrichment activities (such as concert trips, Young Voices etc) are available and parents are directed to speak to the admin team in each school.</li> <li>• Pupil Premium is used to support the learning of children across the curriculum.</li> <li>• Children who are just outside the remissions policy are supported through engaging the Head and Deputy of each school.</li> <li>• Music trips for pupil premium children are at a discounted rate.</li> </ul>	

## Progression

area	what happens now	what we would like to see
<b>Overview</b>	<ul style="list-style-type: none"> <li>• Pupils are encouraged to learn music beyond the classroom through the inclusion of music after school clubs and the opportunity to have instrumental lessons.</li> <li>• Individual teachers have informal conversations with pupils regarding music, and are able to change resources in the Scheme of Work, if appropriate, based on these.</li> <li>• Letters are sent regularly so that families understand and learn about opportunities for musical progression.</li> <li>• All SEND pupils are supported to fully access the music curriculum.</li> </ul>	<p>To respond to the needs of responds to the needs and ambitions of pupils identified as more able in Music by accessing different funding streams.</p> <p>Staff can clearly articulate musical learning to others and gaps in teachers' and other staff's knowledge are identified to better help them support pupils' musical ambitions.</p>
<b>Progression opportunities</b>	<ul style="list-style-type: none"> <li>• We offer instrumental lessons at all of our schools that can extend learning.</li> <li>• There are dialogues with secondary schools about the music ability of our Year 6 pupils.</li> </ul>	<p>We would like to signpost local opportunities to our pupils (e.g. ensembles run by the music service or Hub)</p> <p>We would like to develop the support that our schools offer for musical learning through Y6/7 transition, e.g. supporting applications for scholarships and to the Music and Dance Scheme</p>
<b>Pupil tracking</b>	<ul style="list-style-type: none"> <li>• Digital resources allow evidence of work produced to be recorded for Composition.</li> <li>• Music specialist teachers also track the progress that the children in their classes are making.</li> </ul>	<p>Musical progression over time is measured and celebrated. This could be completed through work that is uploaded to Charanga.</p>



area	what happens now	what we would like to see
<b>Strategy development</b>	<ul style="list-style-type: none"> <li>• This strategy is monitored by the Creative Arts Lead (Abi Fleming) and the music lead (Ruth Toze)</li> <li>• This strategy will be regularly reviewed through discussions with SLT.</li> <li>• Through engagement with the HUB and continued meetings with the Hub music leads we will continue to develop the progressions strategy.</li> </ul>	

## Objectives 2024/25

1. Musical progression over time is measured and celebrated.
2. There is adequate space and access to resources for teaching, including class sets of tuned and untuned instruments.
3. Music is explicitly referred to in the school improvement plan and with clear targets tied to whole school priorities.

## Action Plan

*Actions here should mostly contribute to your objectives for the year and, of course, there may be more than one action needed to achieve one objective (or one action may contribute to several objectives). If there are actions to do with ongoing running of curricular or co-curricular Music that you want to capture here, even if they do not contribute to objectives, then do so of course.*

action	link to objective	who	resources or cost	source	music hub support sought	complete by	
1	Music specialists to engage with Charanga CPD to learn how to create an evidence bank	1	Music teachers	TBC	Charanga- Devon Music Hub	Charanga- Devon Music Hub	July 25
2	Music specialists to deliver a CPD sessions to class teachers so that they are aware of the progress that their classes are making.	1	Music teachers and class teachers	No cost	Charanga- Devon Music Hub	n/a	July 25
3	Complete an extensive inventory of the musical resources that all schools have including the three new schools to the trust.	2	Music teachers	No cost	N/A	N/A	Oct 25
4	Use Music budget and Music Education Grant the required instruments to allow for consistency in opportunities.	2	Music Teachers and Creative Arts Lead.	Please see submitted requisitions.	Various	Music Education Grant	Feb 25
5	Creative Arts Lead and Music Lead to meet with the SLT across the trust to discuss the Music Development plan and the implementation strategy.	3	SLT, Music and Creative Arts Lead	No cost	N/A	Music Hub development plan meeting- Nov 25	July 25

## Evaluation and progress tracking

### Progress updates

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Action 1			
Action 2	Inventory has been fully completed. Requisitions for new instruments have been submitted to the finance team.		
Action 3	Music Lead and Creative Arts lead have regular meetings about the curriculum and our strategy for improvement. This is filtered to other teachers delivering the music curriculum.		