

Music development plan summary: Northfold CP School

Overview

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	November 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Brian Walsh
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Lancashire
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.

Our Music Curriculum is carefully planned, using a combination of the Charanga programme, listening to and appraising a wide range of musical genres, composition and instrumental teaching and additional resources where appropriate. Aspects of the Model Music Curriculum are blended throughout.

All children receive 45 minutes a week of Music curriculum lessons.

All children have many musical opportunities, such as instrumental lessons, performing at the local events and at the Winter Gardens in Blackpool. We also welcome visiting artists to further enhance our children's musical experiences.

We strive to ensure that the music and the musicians we study reflect life in modern Britain.

Our curriculum is available on our website;

<https://www.northfold.lancs.sch.uk/wp-content/uploads/2023/01/Music-skills-and-progression.pdf>

All children learn to play the ocarina from Year 2 upwards and we also engage in Wider Opportunities with Year 4 each year. We also work alongside Lancashire Music service in offering individual instrumental tuition. Children perform to their parents and the rest of the school at the end of the project. We also engage with Rocksteady and perform to school and parents termly.

Our singing strategy is strong and pupils sing weekly.

We work closely with our local music hub and the Music Mark scheme and engage in regular training.

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.

We offer extracurricular activities including singing and 1:1 or small group peripatetic music lessons for woodwind and Rocksteady, which also provide children with experience of making music. An increasing proportion of pupils are involved. During the course of the year, pupils in Key Stage 2 also have the opportunity to perform with our school choir or as part of the Celebration of Music group. Small-scale performance takes place in the community, building on existing school links e.g. Christmas events.

We offer discounts to children in receipt of the Pupil Premium Grant.

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.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Singing Assemblies are a weekly highlight and Autumn term rehearsals for our Harvest Festival, Nativity and Carol Concert ensure children develop their singing to a very high standard. These performance opportunities are a highlight of our school year.

Across all key stages, children have opportunities to experience live musical theatre performances. Visitors are also used to enhance the music curriculum where appropriate e.g. drumming workshops.

Rocksteady Assemblies have been enjoyed by all and have promoted the take-up of peripatetic lessons within school.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use music in real life and academic contexts e.g. history & PE.

The overall provision is diverse, valuing all musical styles, genres and traditions equally.

In the future

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

CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery of curriculum music, specifically with regard to the Charanga Music Scheme.

Musical engagement with feeder secondary schools – look for opportunities to work with feeder secondary school for transition.

Fundraising – proactively try to find additional funding for music (e.g. PTFA, fundraising in school from performances etc.)