

# Music development plan summary: Truro Learning Academy & Nursery



## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Maiya-Jade Murray
Name of school leadership team member with responsibility for music (if different)	Francesca Humberstone
Name of local music hub	ASONE
Name of other music education organisation(s) (if partnership in place)	Cornwall Music Service Trust Rocksteady

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.

Every child at our school participates in at least one hour of timetabled music each week as part of their lesson time. We have carefully considered our music curriculum and have developed a long term plan which is both ambitious and accessible for all of our pupils, including our youngest children in the nursery and our pupils with SEND. We have aimed to include a broad range of musical experiences within our curriculum, and have considered the interests and needs of our pupils when selecting the units which will be taught.

Our curriculum is informed by the national curriculum, development matters, the national plan for music education, the model music curriculum and Charanga, which is an online music teaching and learning platform. We have also been working closely with music experts from our music hub, ASONE, to enhance our curriculum further, and to ensure real progression for

our pupils throughout each year group. We have isolated key songs for our pupils to focus on, which begins with our two-year-old children in our nursery. We have carefully selected songs so that our children are exposed to a wide range of musical styles throughout their time at school. In addition to isolating the key knowledge and skills for each unit and ensuring progression within these, we have also isolated the key subject-specific vocabulary which we aim for our pupils to know, and have ensured a progression in vocabulary from our youngest to oldest pupils.

We record our learning in music using book creator right from the moment children join our school. Children may record their musical appraisals, discussions about musicianship, performances of their focus song, and their improvisations and compositions. Staff may choose to use book creator as a tool to recap prior learning at the beginning of music lessons. When children leave our school in Year 6, we are able to see a clear musical journey beginning from the EYFS and ending with our leavers musical. The key aspects of the music curriculum in the EYFS, Years 1-6 and for children with SEND are outlined below:

### **EYFS**

Our nursery children engage in a dedicated and planned 'rhyme time' session every day. We have selected 20 quality, classic nursery rhymes which we aim for all of our children to know by the end of the EYFS. Our EYFS children focus on one nursery rhyme each week, while reviewing many others, and we repeat our focus nursery rhymes twice each academic year. Our children engage in age-appropriate, interactive and practical games centred around nursery rhymes, informed by the Little Wandle rhyme time curriculum. This begins to develop children's musicianship from an early age, preparing them well for the music curriculum in Year 1 and beyond. Children in our nursery are also encouraged to sing regularly as part of their daily routines.

In addition to daily rhyme time sessions and daily routine songs, children in Reception are exposed to a further 20 nursery rhymes which aim to expose the children to several basic musical skills. These songs and their associated skills have been developed by music experts from our local music hub, ASONE. The songs are used to deliver short, practical age-appropriate games to expose children to skills such as tapping to the pulse of a piece of music, and realising that instruments can be played loudly or softly. Reception children engage in approximately half an hour of skills-based music games each week.

All children in the EYFS have access to nursery-rhyme related resources as part of the continuous provision, which provides opportunities for children to revisit their learning. Our practitioners use their interactions to extend this learning further where appropriate. Our

children also have access to a range of percussion instruments as part of their continuous provision, allowing for exploration and development of musical skills, supported by adult interactions where needed.

Experience of singing classic nursery rhymes, and exposure to a range of musical skills prepares our EYFS children well for the curriculum in the rest of the school.

### **Years 1-6**

Our curriculum for Years 1-6 is broken down into four key strands: Listening and Appraising, Musicianship, Singing, and Composing/Improvising. Each half-termly unit of music taught to our pupils has a focus element for each of these strands. This ensures progression as well as depth of learning.

Our listening and appraising strand is supported by 'musician of the month'. 'Musician of the month' selects a diverse range of focus musicians for children to listen to music from and appraise. All pupils in our school focus on the same musician each month, promoting musical discussion between our pupils. This is also used as a basis for exploring the history of music with our older pupils.

Our musicianship, singing, and composing/improvising strands are supported by Charanga and our local music hub, ASONE. Our long term plan has selected a range of units from Charanga which we believe provide appropriate challenge and interest for our children, as well as several projects supported by ASONE, such as First Access Ukulele in the summer term of Year 5, in which all pupils are taught to play the ukulele free of charge by a specialist music teacher. Children also have opportunities to play an instrument regularly as part of each Charanga unit of learning. We have included special performances, such as our Christmas Nativity Play and our Year 6 leavers musical as units of learning for our pupils. These are excellent opportunities for our staff to deepen our pupil's learning about the music they are singing, and to play with the musical features of songs they sing. Children have opportunities to learn to sing in all units of learning. Our Year 6 pupils engage in a music technology project in the autumn term, delivered by music experts – something which captivates their interest and pushes our pupils to apply their skills in new ways.

Our staff have autonomy over the delivery of their music lessons, with the simple expectation that listening and appraising music, and singing is included every week. In addition to this, staff are expected to cover the key knowledge and skills set out for their unit of learning in our progression grids. We give our staff autonomy over music delivery, as music requires a high

level of adaptation and knowledge of pupils to ensure success for every child. We understand that the same unit may be delivered in two differing formats to ensure both success and challenge for two different cohorts, which we believe is what makes music interesting and fun! Staff are encouraged to teach beyond the basic focus statements for each strand when pupils show interest and well-developed musical skills. Similarly, when pupils appear to struggle with the knowledge and skills featured in a unit of learning, or appear to lack prior knowledge, staff are encouraged to adapt their teaching appropriately to ensure challenge at the right level for every cohort of pupils. Staff may not deliver music in a discrete one-hour block – for example listening and appraising may last 20 minutes on one day of the week, while singing and composing may last 40 minutes on a different day of the week.

At the end of each term, KS1 and KS2 perform their focus songs as well as any compositions or improvisations they wish to share at our termly performances. This provides our children with an opportunity to bring together their learning and celebrate their successes together, while also giving them the experience of performing to an audience.

### **Children with SEND**

Our staff adapt music lessons and activities to meet the needs of our children with SEND wherever possible, promoting full engagement and inclusivity in all music lessons. Where this is not possible, children with SEND have the option of engaging in a series of planned, practical music games as part of a smaller group. In these sessions, children learn 20 focus songs which expose the children to musical skills and develop these at an appropriate level of challenge. Additionally, music in this format provides a great opportunity for meeting the sensory needs of our pupils, as well as fostering a sense of belonging in a calm and regulated environment. Children also have the opportunity to develop social skills such as listening, turn taking and sharing.

Where the needs of a child with SEND prevent them from engaging with either of the above formats of music teaching, our children are able to access the 'Anyone Can Play' curriculum developed by Charanga for meeting the needs of all children with SEND. This curriculum is broken down into progressive, half-termly units which maintain a set routine. All sessions begin with a greeting song, followed by a gross or fine motor co-ordination activity. The children then engage in a turn-taking activity, before participating in a solo activity. Finally the session ends with a goodbye song. This provides routine and structure for our children, while also exposing them to the key elements of the music curriculum.

Music teaching for pupils with SEND is always supported by visuals, as part of our whole-school approach. We use visuals called 'widges' to ensure consistency across year groups.

Children also have constant access to their individual supports such as ear defenders and movement breaks to help all of our children access our music curriculum.

## **Part B: Music tuition, choirs and ensembles**

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.

Pupils are able to receive one-to-one or small group tuition in electric guitar, acoustic guitar and ukulele with a professional music teacher. This is provided through the Cornwall Music Service Trust. Pupils receive this tuition on the school site. Pupils who are in receipt of pupil premium, as well as a number of other categories, are eligible for subsidies on the cost of lessons and instruments, facilitated by our local music hub, ASONE. We ensure that this information is advertised to parents and guardians, and we offer support to families in claiming these. Our pupils with SEND are able to access these lessons, and those with a Statement of Special Educational Needs, or an Education, Health & Care Plan are able to receive one-to-one tuition for the same price as a small group lessons, by accessing a subsidy from ASONE.

We also offer our pupils the opportunity to learn a wide variety of instruments in small groups through 'Rocksteady'. Children have the choice of electric guitar, keyboard, drums, and voice. Children form a 'band' and learn to play music together, culminating in a performance to the school and families at the end of each term. Rocksteady offer a range of funding options including a bursary place for each school. Pupils with SEND are able to access Rocksteady, and are encouraged to take part.

Outside of lesson time, children from Reception to Year 6 are able to join our Key Stage One or Key Stage Two choirs, with rehearsals taking place weekly after school. These choirs are free of charge and are open to all children. We ensure that our choirs have many opportunities to perform, most recently at Truro Cathedral as part of the Truro and Roseland Community Awards, and at Truro College as part of our Year 6 Leaver's musical.

We work closely with our local music hub, ASONE, to support our co-curricular music offer. We facilitate and encourage our pupils to join co-curricular ensembles organised by ASONE, such as the 'pop-up orchestra'.

## **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 run a singing assembly, led by our music lead, at least once each fortnight for all of our pupils. These encompass a wide range of repertoire, and are carefully planned to balance learning a new songs with the review of previously learnt material. Children participate in warm up exercises at the start of each assembly and learn the skills required to perform successfully as part of an ensemble. We also endeavour to incorporate music written by our composer of the month into our assemblies, to promote further discussion and appraisal outside of the classroom.

We ensure that all of our pupils in Years 1-6 have the opportunity to perform every term. All of the pupils in EYFS and KS1 are involved in our annual Christmas Nativity Performance, while our KS2 pupils perform in a Christmas Carol concert at the end of the Autumn term. Pupils perform to the rest of the school in addition to their parents and carers. In the spring and summer terms, children in Years 1-5 who are not engaged with projects being delivered by music experts from ASONE have the opportunity to perform in an end of term 'showcase'. Pupils showcase their class's focus songs from the previous term, as well as any extra improvisations or compositions which the children wish to share. Pupils perform to the other classes in the school. The 'showcases' are a low-stakes celebration of learning, where we aim for all of our pupils to experience the joy of performing and sharing their learning. Children engaged with music projects delivered by ASONE take part in a performance for parents and carers as well as the school at the end of their project.

Children learning an instrument as part of Rocksteady have the opportunity to share their learning at the end of every term, in a performance to both KS1 and KS2, as well as parents and carers.

We regularly check for performances and concerts which our pupils can attend or participate in within the community. This occurs mainly through our local hub, ASONE, but also through other organisations in the community. This year, all children in Years 2-6 were able to attend a live orchestral performance at the ASONE Proms at the Hall for Cornwall for a cost of just £1 per child. Additionally, our Year 5 pupils engaged in a music making workshop at Richard Lander School and our KS2 choir performed at the TRLC awards evening free of charge.

A particular highlight of the year for us is our Year 6 Leaver's musical, which is supported by the Hall for Cornwall. This takes place in a real theatre with real technical support including lighting and sound. Hall for Cornwall staff lead rehearsals and develop the script and choreography for the performance. As a Hall for Cornwall school, we receive support from staff at the Hall for Cornwall, as well as opportunities for our pupils to watch live performances, such as a free performance of TREE for our EYFS children.

We aim for our KS1 and KS2 choirs to perform at least once each term, most recently at Truro College as part of our Y6 Leaver's musical!

## In the future

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

We have selected three priorities for music at our school over the coming years:

1. Continuing professional development for staff in teaching music at all levels.
  - We are hoping to host Charanga training for schools in the Truro area as part of our commitment to staff CPD in music.
  - Regular monitoring and feedback of curriculum and co-curricular music within the school.
  - Continuing our relationship with ASONE.
  - Visible music lead, taking an active role in supporting staff.
2. Increasing the number and range of music resources available at our school.
  - We are hoping to receive funding to buy new resources for our pupils.
  - We have a PTA at the school which takes steps to raise money.
  - We are working with ASONE to locate potential sources of funding and for advice on which equipment to prioritise for our pupils.
3. Increased engagement with individual and group music lessons.
  - Continued engagement with First Access in Year 5.
  - Regular advertisement of peripatetic lessons on social media.
  - Promotion of peripatetic lessons at the start of each term.
  - Advertisement of available subsidies.
  - Support available to access subsidies.

## Further information

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

ASONE: <https://asoneperform.com/>

Cornwall Music Service Trust individual and group instrument tuition: [Cornwall Music Service Trust \(cmst.co.uk\)](#)

Rocksteady group instrument tuition: [Rocksteady Music School – Fun and inclusive in-school rock and pop band lessons for primary school children | Rocksteady Music School](#)

Charanga: <https://charanga.com/site/>

Hall for Cornwall: [Home - Hall for Cornwall | Theatre & Arts in Cornwall](#)

National Curriculum for Music in KS1 and KS2: [National Curriculum - Music key stages 1 to 2 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115122/national-curriculum-key-stages-1-to-2-music.pdf)

Development matters:

[assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE\\_Development\\_Matters\\_Report\\_Sep2023.pdf](https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf)

The National Plan for Music Education: [The power of music to change lives - A National Plan for Music Education \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115122/national-plan-for-music-education.pdf)

The Model Music Curriculum: [Model Music Curriculum \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115122/model-music-curriculum.pdf)

Little Wandle Rhyme Time: [Foundations | Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](https://www.littlewandlelettersandsounds.org.uk/)