

# Music development plan summary: Callington Primary School

## Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	1.9.2024
Date this summary will be reviewed	31.7.25
Name of the school music lead	Melloney Templeman
Name of local music hub	ASONE

Music Development Plan	
<b>1 – Overall objective</b>	<p><i>Pupils leave Callington Primary School having developed a love of music and an understanding of how to make music.</i></p> <p><b>Pupils develop a lifelong love of music. They are given the opportunities to experience a high-quality range of recorded and live music and learn to play a range of instruments, including the voice, with increasing skill and confidence.</b></p>
<b>2 – Key components</b>	<p><i>Music curriculum, following the new CUSP curriculum, including use of music technology, singing and instrumental teaching (untuned and tuned instruments – glockenspiel and keyboard) – EYFS, KS1, KS2, SEND</i></p> <p><i>External peripatetic music teachers.</i></p> <p><i>Links with ASONE Hub</i></p> <p><i>Performance opportunities for school choir</i></p> <p><i>Whole school singing assemblies</i></p> <p><b>Performance</b> <i>opportunities in assemblies in front of parents.</i></p>
<b>3 – Classroom instrumental teaching</b>	<p>Untuned and tuned percussion – Years 1 and 2</p> <p>Untuned and glockenspiels – Years 3 and 4</p>

	<p>Untuned, keyboard and music technology – Years 5 and 6</p> <p>All children will carry out singing based blocks every year throughout their schooling life.</p>
<b>4 – Implementation of key components</b>	<p><i>School now follows the CUSP curriculum long term sequence where there is a significant focus on revisiting the curriculum with the aim of mastering key knowledge and skills that are built upon;</i></p> <p><i>Please see attached the long term sequence.</i></p> <p><i>Previously, assessment was conducted by recording audio/video at the beginning, mid-point and end of each unit with notes about any particular successes, pupils and areas to develop. <b>New CUSP curriculum will also see work in books.</b></i></p> <p><i>Weekly singing assemblies prepare pupils to perform for parents in half termly celebration assemblies.</i></p> <p><i>Themed music played during weekly assemblies.</i></p>
<b>5 – Communication activities</b>	<p><i>Parents informed of opportunities via school newsletter.</i></p> <p><b>Photos and recordings of children’s performances available to parents using social media where possible.</b></p>
<b>6 – Evaluation process for the success of the Music Development Plan</b>	<p><b><i>Half termly review school plan - what is working? What are our successes? What needs more support? Where is the support available from? What changes need making?</i></b></p>
<b>7 – Transition work with local secondary schools</b>	<p><i>At current, no musical links with secondary schools – to be explored – we have in the past and have reached out.</i></p>
<b>8 – Budget materials and staffing</b>	<p><i>Annual subscription to SingUp, this will be discounted by 20% by being a part of the CUSP curriculum - ??</i></p> <p><i>Visiting music teachers through ASONE and Cornwall Music Service – paid by parents.</i></p> <p><i>Songfest entry fee - £25 annually</i></p> <p><i>CPD – Autumn Conference - £75</i></p>

<b>9 – Pupil Premium and SEND provision</b>	<p><i>Quality first teaching for all pupils.</i></p> <p><i>Subsidies available for pupil premium pupils who engage with 1:1 music lessons.</i></p> <p><i>SEND pupils have opportunities to play adapted instruments where necessary.</i></p> <p>As part of the planning and preparation for the delivery of each block, teachers will need to consider how specific activities or pedagogy may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson.</p>
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## Callington Primary School's Long Term Sequence:

Year	Block A	Block B	Block C	Block D	Block E	Block F
1 Tuned and untuned percussion	Singing	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion
	Singing focus: Being together in music	Untuned focus: Introducing rhythm and pulse	Singing focus: Introducing pitch	Untuned focus: Introducing tempo and dynamic	Singing focus: Exploring emotions through music	Tuned focus: Experimenting with sounds (duration)
	Control the voice – nursery rhymes	Representing sounds pictorially	Identify changes in sounds (high / low)	Identify changes in sounds (fast / slow, loud / soft)	Responding to music	Representing sounds pictorially

2 Tuned and untuned percussion	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion	Singing
	Untuned focus: Experimenting with sounds 2	Singing focus: Being together in music 2	Untuned focus: Introducing rhythm and pulse 2	Singing focus: Introducing pitch 2	Tuned focus: Introducing tempo and dynamic 2	Singing focus: Exploring emotions through music 2
	Exploring ostinato	Control the voice – sing as a choir	Compose short patterns	Control and describe pitch	Control and describe tempo and dynamic	Choose sounds to create an effect

3 Mastering the glockenspiel	Singing	Untuned percussion	Singing	Glockenspiel	Glockenspiel	Range of instruments studied
	Singing focus: Introducing texture	Untuned focus: Mastering rhythm	Singing focus: The history of singing	Tuned focus: Musical notation	Tuned focus: Composition	Performance focus: Introducing timbre
	Sing parts in an ensemble (e.g. rounds)	Recognise beats in a bar (time signatures / metre)	Singing for togetherness e.g. folk songs, war chants, hymns	Introduce the staff	Compose in pairs	Perform as an ensemble (range of instruments)

4 Mastering the glockenspiel	Untuned percussion	Singing	Glockenspiel	Singing	Glockenspiel	Range of instruments studied
	Untuned focus: Mastering rhythm 2	Singing focus: Introducing texture 2	Tuned focus: Musical notation 2	Singing focus: The history of singing 2	Performance focus: Composition 2	Tuned focus: Introducing timbre 2
	Follow beats in a bar (time signatures / metre)	Sing parts in an ensemble (harmony)	Revisit the staff	Singing for entertainment, e.g. opera, theatrical, modernism	Perform including an element of composition	Identify and describe how sounds are combined

5 Mastering the keyboard	Untuned percussion	Singing	Keyboard	Singing	Range of instruments studied	Keyboard
	Untuned focus: Musical stories	Singing focus: Introducing structure	Tuned focus: Musical notation 3	Singing focus: Music technology	Performance focus: Composition 3	Tuned focus: Improvisation
	One piece, different performers	Identify parts of a song	Follow musical notation	Alter pitch and dynamic to create effects	Perform including an element of composition	Improvise using repeated patterns

6 Mastering the keyboard	Singing	Untuned percussion	Singing	Keyboard	Keyboard	Range of instruments studied
	Singing focus: Musical stories 2	Untuned focus: Music technology 2	Singing focus: Introducing structure 2	Tuned focus: Musical notation 4	Tuned focus: Composition 4	Performance focus: Improvisation 2
	Cultural and social – lyrics	Alter tempo and rhythm to create effects	Identify cyclic patterns inc. verse / chorus, coda	Create simple notation	Improvise using melodic phrases	Perform including an element of improvisation

