



# SCHOOL MUSIC STRATEGIC PLAN

This document supports the DfE vision set out in the refreshed National Plan for Music Education 2022

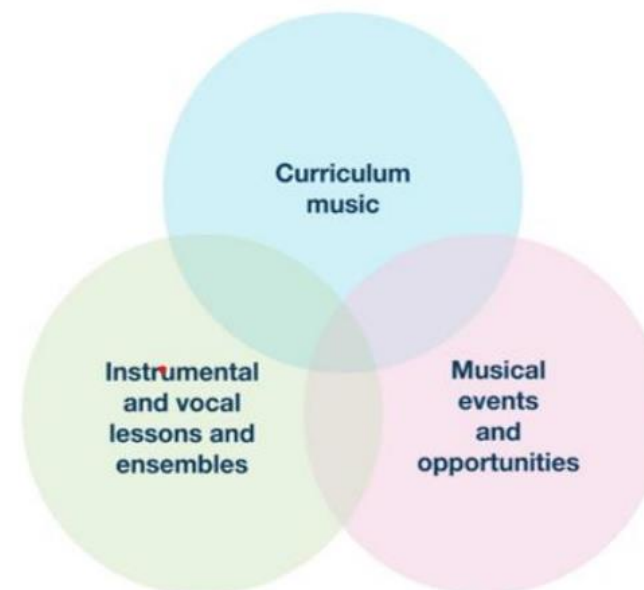
**School Name:** St Columb Major Academy

**Local Music hub:** ASONE Perform

**Music Lead:** Suzanne Christophers

**Music Specialist (if applicable)**

**Headteacher:** Marie Taylor





## Music Development Plan – How to read this document

1. **Each section starts with an Evaluation:** This should be a ‘best fit’ evaluation of St Columb Major Academy’s current musical outcomes and practices. The evaluation will be chosen from the following options:

Not yet in place	Securing	Strengthening	Stretching Beyond
Needs priority support and development	Not yet fully in place Further development required Not yet sure of impact on outcomes Needing some support	Effective in driving good outcomes for pupils A strength of music in our school Some development may be required to maintain momentum or make further improvement	Highly effective in driving good or better outcomes for pupils A real strength which our school would be willing to share with others.

2. **Setting Actions:** Each section is supported by actions to complete over academic year. THE RAG indicates the status of the action which will adapt and change throughout the year.

Area	Set your school some actions here		Review Date	Status
	1			
	2			
	3			

3. **Review:** The actions set will be reviewed throughout the academic year. This will be completed with the music

Lead with a member of the SLT, a least once a year. Following the review, the rate of progress will be measured via the RAG rating (as above). As this is a working document, it may be adapted as and when required during the academic year

**Focus area 1: Curriculum**

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.

	Not yet in place	Securing	Strengthening	Stretching Beyond
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>* Music is delivered ‘ad hoc’ and not in every year group Some groups of students are unable to access the music curriculum.</li> <li>* Progress over time is not measured or celebrated. There are limited resources for teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Music is a timetabled subject, with schemes of work and assessment in place.</li> <li>All students are able to access this curriculum in all year groups.</li> <li>Students engage with schemes of work and build areas of musical interest and growing skill.</li> <li>Pupils with additional needs are able to participate and engage with music-making. There is adequate teaching space and resources available</li> </ul>	<ul style="list-style-type: none"> <li>The music curriculum is at least as ambitious as the national curriculum.</li> <li>Curriculum sequencing is clear.</li> <li>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</li> <li>Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments).</li> <li>Space and resources allow breadth of curriculum for all students, including music technology.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).</li> </ul>
<b>Our curriculum best fit is: Securing</b>				
<b>Qualification Detail</b>	<p>St Columb Major Academy have a topic-based approach to their curriculum, with themes for each half term. Wider curriculum subjects, including music, are taught equally throughout the academic year, therefore time is allocated appropriately.</p>			



The Foundation Stage curriculum, Music National Curriculum and Music Skills Progression document are used when curriculum music is planned within the topics.

Teachers plan and teach their own units using a variety of resources including: Charanga, BBC Schools Radio, BBC Ten Pieces and their own expertise and enthusiasm, in addition to First Access. Music units are planned strategically using small steps, with previous knowledge and skills as the entry point and the unit composite as the exit point. Singing and musical vocabulary are the golden threads which are woven into all music lessons. Music planning is overseen by the music lead to ensure progression.

Music is inclusive for all pupils, with adaptations and scaffolding where appropriate.

Music planning and progression is overseen by the music lead to ensure quality and progression.

### Action Plan: Curriculum

Area	Set your school some actions here		Review Date	Status
Curriculum	1	Strengthen the curriculum further with planned progression of vocabulary/CPD to upskills teachers/planning for musical teaching through knowledge organisers	December 2024	
	2	Ensure children understand their next steps for progression in music through oracy.	December 2024	
	3			

### Curriculum Question Prompt

Is the music curriculum planned for in all year groups across Key Stages as guided by the National Curriculum?

Is the music curriculum planned for in all year groups and skills sequenced progressively across Key Stages as guided by the National Curriculum?



Are there opportunities for singing? Including an understanding of how to develop singing healthily and musically?
Is there teacher assessment? Do you know how to use assessment to drive 'getting better at' music?
Is curriculum music provision 60+ minutes over the week (can include music / singing assemblies) in line with aspirations of the National Plan? If not, what is the current timetabled time for music?
Do all curriculum music lessons take place in a suitable space or specialised music environment?

**Focus area 2: Co-curriculum**

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.

	Not yet in place	Securing	Strengthening	Stretching Beyond
<b>Co-Curriculum</b>	<ul style="list-style-type: none"> <li>Singing takes place infrequently in school.</li> <li>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</li> <li>Facilitation of one to one and small group tuition is limited or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Singing and vocal work is frequent, varied and all students are engaged</li> <li>All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly.</li> <li>The school facilitates one to one and group tuition through Rocksteady. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</li> <li>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</li> <li>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition.</li> </ul>	<ul style="list-style-type: none"> <li>A full, long-term singing strategy is in place that ensures progression for all students.</li> <li>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</li> <li>Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully.</li> <li>Students are able to take leadership roles in musical opportunities.</li> <li>The school is actively involved in national, largescale events</li> </ul>
<b>Our curriculum best fit is: Secure</b>				
<b>Further Evaluation Detail</b>	<p>Children at St Columb Major Academy have many opportunities to learn about music and a variety of instruments during their time with us.</p> <p>Y2-Y6 Choir: The children have the opportunity to sing together. The choir are involved with many events throughout the year with ASONE and our community. ASONE event examples include: Choirfest in the local cathedral, Songfest at a local venue and The Big</p>			

Sing at the Hall for Cornwall. Community examples include: The St Columb Major Christmas Lantern Parade and switch on, Christmas events the church and St Piran’s Day events and parade in Newquay.

Y3 children have whole class brass lessons for a term through the ‘First Access’ scheme. During the term they learn their instrument and have the opportunity to perform at the end of the term to the school community and wider community.

Peripatetic music lessons are facilitated at the school. Children have weekly lessons from approved teachers and have the opportunity to perform at various occasions throughout the year. We currently offer guitar, drums, violin and keyboard, however meet the needs and requests of our pupils. These lessons are paid for either through subsidies or by parents.

Rocksteady visit our school once a week. Children have the opportunity to experience how to play in a rock band while learning to play drums, bass guitar, lead guitar, keyboard, or sing. Children have the opportunity to perform at the end of every term. These lessons are paid for either through subsidies, match funding or by parents.

St Columb Major has got Musical Talent takes place in the summer term and offers all children (and staff) with a musical talent the opportunity to share it with an audience.

We also have music ambassadors with the school. Their role is to create music opportunities and experiences for others, in addition to leading initiatives within the school and supporting as appropriate.

**Action Plan: Co-Curriculum**

Area	Set your school some actions here		Review Date	Status
Co-curriculum	1	Develop links with local secondary schools to create the opportunity for a wider range of musical activities and experiences, in addition to the ASONE music hub.	July 2025	
	2			
	3			



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<b>Co-curriculum Prompt:</b>
Does the school provide 1-1 and small group tuition with ASONE Music Hub / Cornwall Music Service Trust / Registered music teachers /Rocksteady on a variety of different instruments?
Do you know what % of the school population engage in instrumental tuition?
Are there opportunities for your pupils to perform in both formal and informal settings on a regular / annual basis?
What are the barriers to running, rehearsing and curating ensembles in your school? How can they be overcome?
Are there any ensembles? If there are led by a competent musician?
Is there an annual/ termly concert event?

### Focus area 3: Musical Events and Opportunities

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.

	Not yet in place	Securing	Strengthening	Stretching Beyond
<b>ical Events and Opportunities</b>	<ul style="list-style-type: none"> <li>Engagement ASONE music hub is limited. Small-scale performance takes place in the community, building on existing school links. Some parents and carers support music-making in the school by attending events.</li> </ul>	<ul style="list-style-type: none"> <li>The school takes up opportunities from the ASONE music hub. (such as the Big Sing event) and signposts opportunities for students.</li> <li>Community links are established with the music team; regular events take place throughout the school year.</li> <li>Parents and carers actively support music making, through support at events and through home learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school makes the most of a wide range of opportunities from the hub, working with and supporting the ASONE music hub.</li> <li>Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education).</li> </ul>	<ul style="list-style-type: none"> <li>The school is a leader musically in the local community and works closely with ASONE Music Hub being able to influence and support beyond their immediate setting.</li> <li>There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.</li> </ul>





			<ul style="list-style-type: none"> <li>• The views of pupils, parents and carers have been considered when developing music provision.</li> <li>• The school has links to the wider music eco-system and actively encourages students to join Rocksteady.</li> <li>• Students benefit from interactions with those working in the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers and the wider community are actively involved in school music making.</li> <li>• The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully</li> </ul>
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**Our curriculum best fit is: Strengthening**

<b>Further Evaluation Detail</b>	<p>Children at St Columb Major enjoy a variety of musical experiences and opportunities.</p> <p>Singing in assembly: Through twice half termly singing assemblies, the whole school are taught songs which create sense of belonging and purpose, include preparation for events within the school community in addition to local community and beyond. These songs are then sung in assemblies, and community, throughout the year.</p> <p>Music listening takes place within curriculum music, in addition to assemblies. The music listening ensures breadth of genres and period of music through history.</p> <p>In addition to performing at the end of music units, all children have the opportunity to perform during Harvest the harvest festival, Christingle, assemblies, Christmas shows and at the lantern parade.</p> <p>All children are supported and encouraged to learn a musical instrument.</p> <p>All children who learn a musical instrument have the opportunity to perform to their peers during assemblies throughout the year when appropriate.</p> <p>Musical Mondays in the playground are lead by our music ambassadors. Recorded music is played and songs are taught to other pupils.</p>
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Music ambassadors represent music within the school organising events and are beginning to lead with ideas and initiatives within the whole school and being involved with events working with other children.

During the Spring term, Oll en Gwella perform live in assembly, leading and preparing children for the St Piran’s Day celebrations. All children are encouraged to join the celebrations.

During the Summer Term: St Columb Major’s Got Musical Talent gives the opportunity for children to perform, whether it be solo or part of an ensemble.

Where possible, we get involved with events organised by ASONE Perform, for example watching the Bournemouth Symphony Orchestra perform at a local secondary school.

**Action Plan:** Musical Events and Opportunities

Area	Set your school some actions here		Review Date	Status
Musical Events and Opportunities	1			
	2			
	3			



<b>Musical Events and Opportunities</b>
Is there a designated member of school staff (lead music teacher) who holds suitable qualifications/ experience for leading music in school?
In collaboration with the designated music leader, do senior leaders drive the development of music across the school and advocate for the importance of music in school life.
Is there a named governor who takes responsibility for monitoring music (arts)?
Is pupil voice taken into consideration when planning the school music curriculum, events and opportunities?
Does the school embrace music that is relevant to the pupils, nurturing and embracing their musical interests?
Is music an everyday or occasional part of school life?
Is there a designated member of school staff (lead music teacher) who holds suitable qualifications/ experience for leading music in school?



## Budget, CPD and Partnerships

Area	Detail
What Budget and/or Resources do you need to achieve your action plan?	<ul style="list-style-type: none"> <li>• Replenish music resources (use money raised during St Columb Major's Got Musical Talent - £150)</li> <li>• Access to minibus to transport children to events when appropriate.</li> <li>• Time!</li> </ul>
What CPD might be required to achieve your action plan?	<ul style="list-style-type: none"> <li>• Attending ASONE music conference (19<sup>th</sup> Nov) which is focussing on progression in music</li> <li>• Attend twilight training from local ASONE representative</li> <li>• Staff meeting time to deliver CPD to school staff</li> </ul>
What Partnerships will you put in place to achieve your action plan?	<ul style="list-style-type: none"> <li>• Networking during ASONE conference</li> <li>• Working with ASONE leads to ensure we have full knowledge and access to all the opportunities</li> <li>• Liaising and working with music leads from Tretherras and Treviglas</li> </ul>
<b>Supporting Documents:</b> This action plan might reference or need to be considered alongside other school's policies and procedures e.g. School Development Plan, Pupil Premium or Remissions policies.	



<b>Budget, CPD and Partnership Prompt:</b>
Are all music lessons planned to use instruments/resources that are accessible and age appropriate to their students?
Do children have to share instruments to participate or is there enough equipment for each student to have their own?
Do children in all key stages have opportunities to listen to music from a range of cultures and traditions?
Does the school ensure that students eligible for pupil premium can engage in musical opportunities and tuition through this funding?
Does the school provide any additional support through resources to enhance accessibility for children with additional needs?
Do children have access to computers/Macs/iPads etc. which may be sourced from/be in another department?
Is there a range of instruments within the school, including whole class sets of instruments?
Is there any dedicated space or practice rooms for 1-1/small group music tuition within the school?
Is there a designated budget to support music making in school?
Does the music lead undertake music specific CPD every year and access the offer of CPD from the ASONE Music Hub?
Does the music lead share their learning to upskill staff members within their own department or across the school as a result of their CPD attendance?
Can the school demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision?
Does the school explore opportunities to work in partnership with other schools/ settings?
Does the school have any accreditation for its arts and cultural activity? E.g Music mark membership or artsmark?



## Appendix 1 – Useful Resources for Teachers.

### Useful Resources for Schools

- [ASONE | ASONE Hub \(asoneperform.com\)](http://asoneperform.com) – Cornwall’s Music Hub
- Classroom 200 – 200 Pieces of classical music for Primary schools with all the accompanying teaching resources <https://www.classroom200.org/login>
- Classroom 100 – 100 Pieces of classical music for Primary schools with all the accompanying teaching resources <https://www.classroom100.org/login>
- BBC 10 Pieces – High quality resources for Primary and Secondary schools [BBC Ten Pieces \(www.bbc.co.uk/tenpieces\)](http://www.bbc.co.uk/tenpieces)
- Sing Up – Vocal resources for your school [Sing Up - Love learning, start singing](http://www.singup.org) www.singup.org (annual membership required)
- Charanga – Digital music teaching resource (annual membership required, currently subsidised by ASONE)
- Out of the Ark – A collection of songbooks for schools, including: musicals, assembly songbooks, nativities and leavers’ songs, class assemblies, sing-along stories and curriculum-based learning. [www.outoftheark.co.uk](http://www.outoftheark.co.uk) [www.outoftheark.co.uk](http://www.outoftheark.co.uk)
- Musical Futures – A wide collection of resources to help deliver music in the classroom [www.musicalfutures.org](http://www.musicalfutures.org)
- Garage Band – Apple’s leading digital music-making tool [www.apple.com/mac/garageband](http://www.apple.com/mac/garageband)
- Music Mark – The National Association for Music Education [www.musicmark.org.uk](http://www.musicmark.org.uk)
- The Incorporated Society of Musicians (ISM) – Professional body for musicians and subject association for music [www.ism.org](http://www.ism.org)
- Musical Contexts – provides teachers with quality, "ready to use", tried and tested and professionally presented resources for use in the primary and secondary music classroom. [www.musicalcontexts.co.uk](http://www.musicalcontexts.co.uk)
- Musician of the Month – subscription required [Musician of the Month - Primary School Music Resources](#)



## Appendix 2 – Primary Music Lead – Subject Knowledge & Skill Audit & CPD Suggestion

Area of Knowledge, Skill or Understanding Primary Schools using a mix of specialist and non-specialist	Level of Knowledge, Skill or Understanding				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	Limited	Some but lacking confidence	Some with confidence	Substantial: area of expertise	
<b>Your Performance skills:</b> Please list any instruments you play or have studied previously and the approximate level you feel you have achieved.					Clarinet & saxophone – grade 8 Piano – grade 5 Recorder, violin, and guitar – VERY basic. Have an aptitude to pick up playing instruments quickly (with exception of brass!)
<b>Performance Skills Classroom Instruments:</b> Please list any classroom instruments you use and your proficiency in the context of the tasks set in lessons.					Keyboard, percussion. Demonstration, limited accompaniment
<b>Singing:</b> What do you consider is your level of skill in vocal work in the context of leading class singing effectively in lessons					Confident and happy to deliver singing throughout school and in the community. Experience in the techniques of singing and vocal work within primary school context. Extensive repertoire knowledge and enthusiasm!



Area of Knowledge, Skill or Understanding Primary Schools using a mix of specialist and non-specialist	Level of Knowledge, Skill or Understanding				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	Limited	Some but lacking confidence	Some with confidence	Substantial: area of expertise	
<b>Preparing children for performance:</b> What is your understanding of concert preparation and stage etiquette					I have been involved in many aspects of performing and creating performance opportunities.
<b>Improvisation:</b> Your ability to improvise using the instruments/voice used in your scheme?					
<b>Leading Improvisation:</b> How skilled are you at leading and encouraging pupils to improvise in the scheme you use?					
<b>Your Composing Skills:</b> To what extent can you compose short pieces suitable for classroom groups and/or school ensembles?					
<b>Composing in the Classroom:</b> Your ability to teach, lead and encourage your students to compose in your scheme					



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be honest &  
help others.**

**STRENGTH**  
**WISDOM**  
**COURAGE**

**Kernow Learning**





Area of Knowledge, Skill or Understanding	Level of Knowledge, Skill or Understanding				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	Limited	Some but lacking confidence	Some with confidence	Substantial: area of expertise	
Primary Schools using a mix of specialist and non-specialist					
<b>Arranging Skills (class):</b> Your ability to arrange pieces for students using classroom instruments.					Within the parameters of primary school music – yes.
<b>Arranging For School Ensembles:</b> Your ability to arrange pieces for wider school ensembles					I have the basic knowledge and feel I could do it, however, have not really had the opportunity to do it yet.
<b>Notation:</b> The National Curriculum requires all pupils to learn and use notation. How confident are you in using and teaching notation to students					
<b>Conducting/Directing Ensembles in the Classroom or School:</b> Please indicate your own skill and experience.					Have lead choirs and school singing for 30 years.
<b>The Inter-related Dimensions of Music:</b> Your knowledge of pitch, duration, dynamics, tempo, timbre, texture, structure, and how these feature in all aspects of music i.e.					



performance, improvisation, composition, listening etc.					
Using apps in teaching					I'm very practical and hands on with physically playing and leading music however have limited experience of digital music for various reasons which have affected the opportunity to develop these skills. Training on Yumu studio and Garage Band.
<b>Area of Knowledge, Skill or Understanding</b>	<b>Level of Knowledge, Skill or Understanding</b>				<b>Any Relevant Evidence of Knowledge, Skill or Understanding to be noted</b>
Primary Schools using a mix of specialist and non-specialist	Limited	Some but lacking confidence	Some with confidence	Substantial: area of expertise	Note any training needs
Making video recordings for performances/ assessment					
Making audio recordings for performances/ assessment					If I don't have to digitally manipulate them!
<b>Western Art Music:</b> Renaissance, Baroque, Classical, Romantic, 20th Century					
<b>Popular Music:</b> Blues, Jazz, Reggae, Rock, Soul, R n B, Contemporary Dance, Bhangra, Film, Theatre etc.					
<b>Traditional Music:</b> British and other traditions.					
<b>Music from other cultures and places:</b> Indian					Relatively good knowledge. Know where to find more information as and when required.

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subcontinent, Middle East, Far East, African Continent, Latin America, Caribbean, Europe, Eastern Europe					
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