

Music development plan summary: Cooper Perry

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Judith Nicholas
Name of school leadership team member with responsibility for music (if different)	Clair Callow – Headteacher responsible for Curriculum
Name of local music hub	-
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.

In School we follow The Charanga Musical School Scheme which provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory, and child-led approach to musical learning.

Music is taught weekly either by class teacher or as part of PPA cover.

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising

2. Musical Activities

- a) Warm-up Games
- b) Optional Flexible Games
- c) Singing
- d) Playing instruments
- e) Improvisation
- f) Composition

3. Performing and sharing

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

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.

The music development plan at our school is designed to cultivate a rich musical experience for pupils across various age groups.

Through ENTRUST Music Services, we offer comprehensive opportunities for keyboard, guitar, and violin. Pupils engage with a broad and vibrant curriculum, complemented by regular assessments that inform parent reporting. Parents are charged for this tuition and subsidies are offered for pupils who are eligible for pupil premium.

Additionally, Rocksteady Music School provides children with the chance to perform in a band, an initiative that enhances collaboration and musicianship. Parents pay for this service directly to the provider, who also offers a bursary for pupils who are eligible for pupil premium, ensuring inclusivity in musical education.

Furthermore, our school choir, comprising students from Year 2 to Year 6, meets weekly, during school time, at no charge, providing distinct opportunities for practice and performance. The whole school weekly singing assembly provides an opportunity for performance and confidence-building for those not engaged in extracurricular activities.

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.

At Cooper Perry, the following music provision is already in place:

- Singing Assemblies: Regular communal singing sessions that foster a sense of unity and harmony among the pupils.
- Live Performances at Key Times, Shared with Parents: Opportunities for our pupils to exhibit their musical prowess to a wider audience, strengthening the school-home partnership.
 - Year 4/5 Harvest Performance
 - EYFS Nativity
 - Year 1/2 Christmas Performance
 - Year 3/4 Christmas Performance
 - Year 5/6 Christmas Carol Service in St Chad's Church
 - Year 2/3 Easter performance
 - Year 6 Leaver's Performance
 - End of Year assemblies
- Participation in Stafford's 'Gotta Sing' where school and community choirs from across the borough join together for an evening of music celebration. This provides children with the opportunity to perform in a theatre.

These initiatives not only align with the National Curriculum requirements but also contribute significantly to the holistic development of our pupils.

In the future

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

To enhance our music programme, we plan to

- develop an annual '*Copper Perry's Got Talent*' show, to showcase the musical talents of our pupils, promoting confidence and creativity.
- organise an annual Key Stage 2 to theatre trip attend a musical.
- facilitate workshops and forging links with local music groups, to ensure that children frequently experience live skilled musicians.

Further information (optional)

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.