



Columbia Grange
School

Music Development Plan

2024 - 2025

Music development plan summary: Columbia Grange School

Overview:

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	November 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Miss S. Donmall
Name of school leadership team member with responsibility for music (if different)	Mr J. Lines
Name of local music hub	Sunderland Music Hub
Name of other music education organisation(s) (if partnership in place)	n/a

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.

Curriculum – At Columbia Grange School, we use the Charanga Primary Music Scheme across the school.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

We approach music first of all through exploration of sound and instruments. Then on to the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners.

Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

How This Subject is Taught

Music is taught using the Charanga scheme of learning. Charanga is a progressive program that enables pupils to reflect and build on their musical knowledge and skills.

This scheme is taught from Reception to Year 6.

Pupils are now familiar with the structure of music lessons and know the high expectations set by staff.

Rainbow, Red and Green Pathway classes sing simple rhymes and songs, and Phase 1 phonics activities, which link to the Early Years Framework, even though a number of children are of an older age, these themes remain developmentally appropriate. Song and rhyme is interspersed throughout the school day.

In addition to Charanga, each class uses music for different aspects of their day, including nursery rhymes, counting songs and to help with transitions and other curriculum subjects. This helps to develop a love and appreciation of music and shows children that music is all around us and not only a lesson that is timetabled.

Planning and Coverage

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school, excluding Nursery. It 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 and Development Matters.

Each academic year is broken into 6 units of work (1 per half term), each divided into 6 progressive steps. Each unit is designed to take approximately six weeks, often focused on a specific song or piece of music. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

Each Unit of Work focuses on the 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

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different 3 musical activities enable a more secure, deeper learning and mastery of musical skills. The teacher can plan and provide the opportunity to embed a deeper learning, knowledge, understanding and skills.

- Teachers have been using Charanga in the progressive sequence which results in pupils being able to make links between skills.



- A variety of instruments are being used to support children's development.
- Music is a timetabled subject, with schemes of work and assessment in place. All students can access this curriculum from EYFS to Year 6 which ensures the progression of skills and knowledge throughout each year group.
- Pupils with SEND can participate and progress well (supported by technology, tools and instruments), which enable music lessons to be fully inclusive for all pupils.
- Every child is entitled to learn to play a tuned instrument. Teachers are supported in their instruction of glockenspiels through Charanga, and further tuned tuition is also available through the local music service.

Music in EYFS

We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Adaptation

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Providing resources depending on the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children.

SEND

We know that many of our autistic pupils respond positively to musical input and this is used on a regular basis. From nursery rhymes and specifically written school based songs (Walking on the Yellow Line) which prompt pupils to engage with teaching input and transitions around school to targeted pieces of music (Yakkety Sax for tidy up time/ Pachelbel Canon in B for calming) which are used to regulate emotional states, music is used widely across school. Our staff team continues to use singing and rhymes to support and develop pupils' communication skills.

We exemplify a positive and proactive approach that ensures that children with SEND are able to express themselves and take an active part in creating and contributing to song and music in

lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

The Charanga Scheme provides an SEND programme that is widely used around school to embed the basics of music and can be tailored to suit the needs of the classes across all pathways. The SEND scheme has 24 units, each with its own targeted skill to learn. These units do not have to be followed in chronological order but are designed to be matched to the topics taught in classes. These units are broadly progressive and have been created to support a half term's worth of work so children can progress at the appropriate rate for their development. Teachers can decide the best starting point for their class and use what they deem necessary alongside the Primary Scheme or independently.

Charanga also provides us with a number of signed song through MelodySigns which supports our teaching of singing and signing within school.

Resources

We have a range of musical instruments, which are kept in the school music store:

- Large percussion instruments
- Selections of instruments from other cultures
- Xylophones & glockenspiels
- Keyboard & piano
- CDs
- Music stands
- Recorders
- Brass: cornets, tenor horns, baritones, euphoniums, trombones
- Guitars

Part B: Extra-curricular Music & Enrichment

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.

Music Tuition in Lesson Time:

Our Sing and Sign club will be offered to children in the Blue and Green pathways to encourage them to participate in extracurricular music.

Small-scale performance takes place in the community, building on existing school links e.g. SEND Sings

All pupils are encouraged to participate in musical groups outside of school, and we follow links through Sunderland Music Hub to signpost for orchestra, brass band and choir opportunities.

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.

Music is incorporated into a variety of activities and events within school, such as singing assemblies, classroom routines and special celebrations.

At Christmas, pupils are invited to join us at a Christmas Concert for SEND schools in Sunderland.

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 maths, attention everyone, sensology

We encourage all pupils to experience live performance events across the year, including pantomimes and touring theatre productions. These opportunities are subsidised by the school, as we highly value the experience these opportunities provide for the pupils.

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. We encourage parents and carers to actively support music making, through support at events and through home learning.

In the future

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

Develop the music curriculum which enables non-music specialists the confidence to teach progressive musical skills. CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery.

Build our uptake of instruments to provide our children with more opportunities to explore and play

Set up our sing and sign after school club

Develop opportunities for extra-curricular music tuition – brass, drums and keyboard.

Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.

Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend.

Provide further fresh experiences in the form of concerts, visitors, trips, choir etc for all pupils.

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

Further information (optional)

The school is part of Oak Learning Trust.

Sunderland Music Education Hub and services: <https://sunderlandmusichub.org.uk>