



## CUSP Music Development Plan – Ditton Lodge Primary School



### Vision and Aims

CUSP Music has been purposefully built around the principles of evidence-led practice. This is to ensure that there is a focus on high-quality development of children as musicians. We aim to support all children to see themselves as musicians. Through our music curriculum, children gain a firm understanding of what music is and its place in the world through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

Each block includes the study of significant musicians and musical works, with the intention of exposing pupils to a wide range of music that will inspire them and connect them to the world around them.

Core areas of study include singing, listening and appraising, composing and improvising and instrumental performance. These are built cumulatively throughout the curriculum to ensure that all pupils develop their engagement with, and knowledge of, music over time. This includes a focus on learning to play a range of instruments confidently. CUSP Music aims to build a strong and rich musical culture in schools, in which pupils can thrive.

As with all CUSP subjects, CUSP Music has a strong emphasis on the language that pupils need to explore their own musicality. This is carefully and deliberately planned so that pupils revisit and embed this knowledge over time.

Using a variety of instruments as well as their own voices, we strive to promote creativity and curiosity with opportunities to make original compositions, encouraging the children to comment, evaluate and offer advice on their own work and that of their peers within a safe environment to do so. Developing a wide range of vocabulary so that they can be confident when discussing the subject. Pupils are encouraged to experiment, through improvisation and composition to find different ways in which to be creative, express a feeling or as a form of communication as well as develop performance skills. We aim to provide children with the opportunity to confidently progress in their creativity and expression along with working with others.

### Overview

Academic year that this summary covers	September 2024 – July 2025
Date of publication	25.05.24



Date this summary will be reviewed	25.05.25
Name of the school Music Lead	Anna Shicluna
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Cambridgeshire county music hub
Name of other music education organisations (if a partnership is in place)	CUSP Music

**Part A: Curriculum Music**

How much lesson time is spent on music per week in KS1?	45 mins
How much lesson time is spent per week in KS2?	60 mins
What opportunities do pupils have to learn to sing or play an instrument during lesson time? (For example, through whole class ensemble teaching in some or all year groups).	CUSP Music is taught from Years 1 – 6. Each year group has 6 blocks of 5 weeks teaching. Additional weeks in the academic year can be used for consolidation, revisiting or enrichment. The curriculum is designed to be delivered in 45 – 60-minute lessons, depending on the age of pupils and stage of learning. Most year groups follow the one lesson a week model, although some do a double lesson on rotation with other



	<p>subjects, for example, teachers may choose to deliver one CUSP Music lesson over two shorter blocks of time.</p> <p>Across the year, each year group will focus on developing singing, playing a range of untuned and tuned instruments and building their knowledge about music and its cultural impact. Pupils will build their knowledge and musical skills year on year, becoming more expert in playing and appraising a wide range of musical styles as well as developing an understanding of musical vocabulary.</p> <p>CUSP Music is designed alongside of the Model Music Curriculum (March 202) and follows the non-statutory guidance laid out in this document.</p>
<p>How do partnerships with external organisations support curriculum music? (For example, your local music hub)</p>	<p>Throughout the year, the school will be exploring how they can work in partnership with Cambridgeshire County music hub.</p>
<p>What do pupils learn? (a brief summary of what pupils learn, what instruments all pupils learn through curriculum lessons and the opportunities pupils have to sing in curriculum time - include link to the school's published music curriculum long term overview).</p>	<p>During KS1, CUSP Music aims to secure strong musical foundations for pupils. This includes a strong focus on learning musical vocabulary and significant opportunities to master rhythm and pulse. As pupils move into KS2, they will begin to learn the glockenspiel, alongside exploring a range of other tuned and untuned instruments. The aim is that by the end of Year 4, pupils will have secured a good level of technical and creative skill in playing the glockenspiel and this lays the foundations for pupils to go on to learn the keyboard throughout Years 5 and 6. For each year group, blocks provide the opportunity for pupils to prepare and perform musical compositions. In KS1, this is woven into several blocks to build pupils' confidence and experience base. Throughout KS2, pupils begin to perform in different musical ensembles, culminating in them performing their own compositions and improvisations by the end of Year 6. Pupils will be taught to read music from the earliest stages with the expectation of this gradually developing as pupils' experience base builds. Music from a wide range of cultures, time periods and traditions are studied across the curriculum, with plenty of opportunities for pupils to revisit significant musicians and compositions within and across years. This is important to help pupils embed learning and make connections between what they already know and their new learning.</p>
<p>How are disabled pupils or those with special educational needs (SEND) supported to access the music curriculum? (link to school's published SEND info)</p>	<p>As part of the planning and preparation for the delivery of each block, teachers adjusted the pedagogy and activity to ensure that pupils with SEND are able to access the materials and participate fully in the lesson. Intellectual content and design copyright. Additional visual prompts are given to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks. Assistance with adapting plans is given to teachers from the subject lead when planning music sessions, especially for our SEN hub. Where appropriate pupils are given pre-teaching to allow them to listen to pieces of music independently in a quieter situation or using headphones and have the opportunity to experiment with new instruments before a classroom activity. Some pupils may have a visual impairment. This may impact their ability to read and follow musical notation, so coloured stickers and manipulatives can be used to adapt activities. Where possible we are working towards creating Makaton versions of resources to aid pupils to</p>



fully immerse themselves into the curriculum. From nursery upwards, singing is encouraged to include Makaton signs wherever possible and to encourage those not able to verbalise to still be included.

**Part B: Extra Curricular Music**

<p>Summarise the musical tuition that is offered to pupils outside of what is taught in curriculum music, including one to one, small group and large group tuition for instruments and voice.</p>	<p>The school offers choir and singing club as an extra-curricular activity, run by class teachers and school staff. These run in two formats: choir is focussed towards creating harmonies and working towards performances such as singing at the local care homes, Christmas Fayre and the Mayor’s Christmas dinner. Singing club is more for the children who want to sing but perhaps do not enjoy the performance side quite so much. Performances to parents occur at the end of each term. There will also be a Karaoke club beginning this year simply for those who wish to come and sing their favourite song with their friends. Some children also receive guitar lessons each week which is not funded by the school.</p>
<p>How does the school ensure that pupils experiencing disadvantage are prioritised for access to music tuition?</p>	<p>Extra-curricular activities are available to all and from all year groups, including the SEN hub. Choir and singing club are free so there is no financial impact on the families. Teachers can suggest children they feel may benefit from these opportunities as well. In terms of the follow-on instrument tuition, it is offered to as many children as possible and should that include pupils experiencing disadvantage then the school work with the parents to offer support to cover the cost of the music instrument hire so that they are not excluded from the opportunity to continue their learning.</p>
<p>How does the school work with families to encourage pupils to engage with music tuition?</p>	<p>In KS2 the children have 1:1 iPad and using apps such as garage band they are encouraged to create their own compositions / finish activities started in class time. This is then shared through showbie and relayed to the rest of the class. UKS2 music teachers will set home learning music activities utilising the iPad technology. The children can use showbie to contact the teacher with updates on their music compositions. Songs that the children have learnt during curriculum lessons are shared with parents via dojo (when possible) so that the pupils can share these with their families.</p>

**Part C: Musical Experiences**

Musical Experience / Event	Charging information
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Our children are given many opportunities to perform their music throughout their school lives. In music lessons, children are encouraged to perform in small groups and also as part of a musical ensemble, these performances are to the rest of their class or parallel class in the same year group.

**Digital performance** - In KS2 the children are encouraged to digitally perform their pieces through the use of their iPads and screen sharing when they have made a composition. They also are assisted to make QR codes so that their work can be viewed by other devices and shared.

**Choir** - The school choir is a new venture at the school. They will be invited to sing at various events throughout the year from school functions and fetes.

**Performance assemblies** - instrument players are invited to perform to the rest of the school and parents at least 3 times a year to model what they have been learning that term.

**Singing in assembly** is encouraged as part of our proud celebration dance assembly on a weekly basis and this involves some simple Makaton signs as well. We use a variety of songs linked to our themes and also using [singup.org](http://singup.org).

**Big Sing** - At the end of the year, the whole school gather for the annual **"BIG SING"**. This is a whole school assembly in which each year group selects a seasonal favourite to sing with the school, the Christmas choir performs, the younger children perform songs from their nativity productions and even the staff join together to sing a specially written Woodhall version of a well-known winter favourite.

**CUSP Music Festival** – A week where each class undertake a winter themed music activity. This festival was attended by many schools across the trust. Each of these activities is delivered via a video link from the USP (Unity Schools Partnership) music specialist for the class teacher to facilitate. The children then all learn a group song, as a whole school. December 2023 - The festival culminated with the entire school attending a zoom concert where they sang the song they had learnt with a live choir streaming from Bury Cathedral as a closing ceremony to the festival. This ceremony included many clips and photographs from each school involved as a community shared project.

**CUSP Festival of Spoken Word**, pupils will have the opportunities to engage with songwriters, performers and lyricists.

All of these activities are free

Aspect of Provision	Intended Outcomes	Key Actions	By When?
<b>Part A Curriculum Provision</b>			
<b>Singing</b>	All children given the opportunity to perform in a group environment (on a larger scale)	A termly “Music assembly” where specific year groups will be given the chance to perform a piece of music from their lessons, sing a song they have learnt or lead the school in a singing / music activity.	This is to be trialled in the Autumn term by KS2 and then rolled out to the rest of the school if successful.
<b>Playing</b>	Access to a wider range of instruments  We are also strengthening our links with the local secondary schools in the hope to be able to attend outreach sessions with the music teachers and also loan and borrow instruments that may be lacking in a primary school setting. The dates of these will be subject to availability etc.	We are also strengthening our links with the local secondary schools in the hope to be able to attend outreach sessions with the music teachers and also loan and borrow instruments that may be lacking in a primary school setting. T  Fundraising and grants have been applied for to increase the amount and quality of instruments to support their class and extra-curricular music learning.	The dates of these will be subject to availability etc.
<b>Composing</b>	In music lessons, we will be ensuring that the children receive high quality music education.	To ensure this CPD sessions are being offered to staff. Team taught lessons have been offered to staff by the music lead to support the teachers own subject knowledge and confidence as well as assistance in planning and preparation.	Ongoing throughout the year
<b>Listening</b>	Wider range of experiences of listening to live music. They will be able to listen to many different styles of music and take part virtually to ask questions to the performers.	Wider range of experiences of listening to live music. They will be able to listen to many different styles of music and take part virtually to ask questions to the performers.	This will be gradually rolled out over the Autumn term 2024.
<b>Part B - Extra curricular provision</b>			
<b>Extra Curricular</b>	Promote the “fun” aspect of music – available to all.	Karaoke club Singing club Choir	Autumn term – and beyond
<b>Part C - Musical Experiences</b>			
Musical experiences	Introducing the children to a larger range of musical experiences.	This will be achieved by inviting more musicians into the school. Links have been made with musicians from rock, pop and opera.	TBC



		Look into extra funding for this.	
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