

Music development plan summary: Luxulyan School

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Rachel Allison
Name of school leadership team member with responsibility for music (if different)	---
Name of local music hub	AsOne
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.

Our school music curriculum is taught through the scheme of Charanga which meets the requirements of the National Curriculum for music. Throughout the scheme it uses a variety of skills such as listening and appraising, composing, ensembles and performing individually and within a group. The Charanga scheme also provides a range of ideas on how to support children who need additional help or those who need further challenge.

Curriculum Organisation

We use a 2-year rolling programme selecting units from across the mixed aged year groups.

The units of work are organised into 6 steps.

Reception lessons are 30 minutes and cover 6 units across the year.

KS1 lessons are 40 minutes and cover 3 units across the year.

KS2 lessons are 50 minutes and cover 3 units across the year.

How music is taught at Luxulyan for children with Special Educational Needs (SEND)
 These are the strategies we believe are 'best bets' for adaptive teaching in Music which teachers may use to remove barriers to learning for each of the areas below, in line with the SEND '5 a day' approach and our Luxulyan School teaching and learning framework.

<p align="center">Social, Emotional & Mental Health</p>	<p align="center">Communication and interaction</p>
<p>Social stories and clear explanations before new experiences to explain what will happen and provide opportunities for children to ask questions.</p> <p>Opportunities to share their work in different ways, (behind scenes, pre-recorded, quieter areas of school.)</p> <p>Shared signals for stopping which are pre-agreed at the start of the lesson to provide security for the child.</p> <p>Visual cards for child to show that they are feeling overwhelmed.</p> <p>Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning.</p> <p>Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.</p>	<p>Explicit teaching of new and technical vocabulary.</p> <p>New vocabulary displayed with visual aids, symbols, and demonstrations to illustrate the meaning from widgeit.</p> <p>Use recordings for children to demonstrate their knowledge rather than explaining it (for example can demonstrate and record change in volume or pitch rather than trying to explain it)</p> <p>Carefully considered groupings/pairings - opportunities will be given to communicate in either a trusted friendship pair or small group context to develop confidence. Using turn to your partner talk.</p>
<p align="center">Sensory & Physical</p>	<p align="center">Cognition and learning</p>
<p>Ear defenders for children who will find the noise level difficult. Access to the instruments.</p> <p>Clear expectations of how long the noise will last followed by a short period of silence.</p> <p>Warning of any loud or unexpected noises (clashing symbols etc)</p> <p>Access to adapted instruments/beater size (can be home-made adaptations to assist with grip etc)</p> <p>Use of technological musical solutions to overcome physical barriers in written composition.</p>	<p>Support with colour coding of notes or providing the written letter to assist with music reading.</p> <p>Opportunities for overlearning and repetition.</p> <p>Child provided with their own music to listen to in advance of the lesson or listen to at home for any performances.</p> <p>Coloured paper for music if needed and print size.</p>



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.

Years 3 to 6 have an opportunity to join the school choir, performing in concerts at school, in the community or with other local schools. All of our children have the opportunity to perform solo or with their classmates during music lessons, Christmas events or singing assemblies.

We are very fortunate to have a school volunteer (a retired teacher who is a competent pianist). She helps to run and co-ordinate entries into the St. Austell Festival of Music and Speech where we enter both our choir and soloists. Those children entering solo singing classes have the opportunity for small group vocal tuition after school.

We also run after-school clubs to support musical development such as Musical Theatre Club for KS2 and Music Makers for KS1/Reception.

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, trips to professional concerts and achieving musical awards.

At Luxulyan we run a whole school weekly singing assembly in which all children will have the opportunity to sing as part of a large group.

All year groups have the opportunity to sing with the local community at Christmas through class performances at the Christmas Fair, services at the church and Christmas Sing-a-long at the Village Hall.

KS2 will have the opportunity to be part of a Christmas Show in the church as part of the Church's Christmas Fayre.

All year groups have the opportunity to go to the Hall for Cornwall to see the Christmas production. This means that children get to experience live music and theatre.

All year groups will have the opportunity to take part in a singing workshop with a local musician and go to Hall for Cornwall to be part of a massed school sing.

Years 3 and 4 will go the St. Piran's Day Parade in Bodmin and join in with other schools to sing Cornish songs.

In the future

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

Next steps:

- Investigate the possibility of introducing instrumental lessons through 'First Access'
- Investigate opportunities for further musical experiences from AsOne
- Continue to embed the new curriculum and make any changes to units based on feedback from children and staff throughout the year.

Further information (optional)

"**ASONE** Perform CIC became the lead organisation for the music hub in Cornwall. The **ASONE** Hub is a partnership of local and regional organisations working together to support the music education of young people in Cornwall. The Hub leads on the strategic development of music education locally and works with a variety of organisations and individuals to meet local needs. We are constantly striving to ensure that we reach all children and young people, regardless of age, location or interests."

[PROGRAMME | ASONE Hub \(asoneperform.com\)](https://www.asoneperform.com)