

Music development plan summary: Sandy Hill Academy

Overview...

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	16.06.25
Date this summary will be reviewed	16.06.26
Name of the school music lead	Libby Rowe
Name of school leadership team member with responsibility for music (if different)	Bridget Rundle- Strategic Partner Jack Walker- Head Teacher Simone Heather- Curriculum lead for Libby Rowe
Name of local music hub	Cornwall Music Hub
Name of other music education organisation(s) (if partnership in place)	Cornwall Music Hub Rock Steady Jan Man- Choir and first access teacher

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.

What curriculum do we use?

Our school Music curriculum is formed through the model music curriculum (March 2021) and is taught through the scheme of Charanga which uses a variety of skills such as listening and appraising, composing, ensembles and performing individually and within a group.

Here is the overview of Charanga...

Scheme Overview

Introduction

The Charanga Musical School Scheme 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.

Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

How the Scheme is structured

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

1. Listening and Appraising
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing Instruments
 - e. Improvisation
 - f. Composition
3. Performing

The Activity Manual

This manual will give you knowledge, understanding and support when preparing and delivering your music lessons. It will explain the supporting ideas and methodology and how each strand of musical learning within the Units of Work correspond with the national curriculum. Use it as a handbook, a teaching companion.

Mastery in your music lessons

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 musical activities enables a more secure, deeper learning and mastery of musical skills. The Activity Manual guides you through each strand of musical learning from Reception to Upper Key Stage 2 in order for you, as a teacher, to plan for your teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Scheme Progression Overview With Teaching And Learning Outcomes is a new document that can be used for a teaching and learning overview of each unit, year and Key Stage. This document brings all the possible musical learning outcomes together for the end of year and Key Stage, linking to the Progressive Teacher and Children's Statements within the Assessment Framework. It highlights differentiated and deeper learning for each child, that constantly builds through each step/lesson, unit and year.

Resources/Instruments

- A class set or half a class set of glockenspiels - this is the most important resource along with any un-tuned percussion instruments you might have in school
- iPad app - glock or un-tuned percussion app can be used
- Recorders - use if you have experience playing and teaching this instrument
- If children play band/orchestral instruments, encourage them to use those instruments in the music lesson
- A combination of the above

Mixed Year Groups

If you are delivering the scheme in a school with mixed age or year groups, please do adapt it to suit your needs. Remember that the Units of Work are progressive but can also be delivered as stand-alone units due to the depth of learning and spiral progression methodology. This means you can choose a Unit of Work for your class by looking at the suitability of the main unit song for the age group that you are teaching.

What is included in each Unit of Work?

1. **Listen and Appraise**
2. **Musical Activities** include Games, Singing, Playing, Improvising and Composing
3. **Perform/Share**

Each lesson in the Scheme is designed to last for one hour but can be taught in 45 minutes if there are time constraints. It is difficult to teach a credible music lesson in less than 45 minutes. If you are in this situation you may prefer to use the Musical School Freestyle approach where you can build your own lessons to suit your circumstances (in the Freestyle tab at the top of the page).

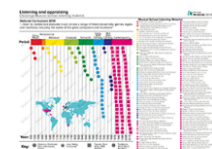
How to structure an hour long lesson:

Listen and Appraise – 20 mins
Musical Activities – 25 mins
Perform/Share – 15 mins

How to structure a 45 minute lesson:

Listen and Appraise – 15 mins
Musical Activities – 20 mins
Perform/Share – 10 mins

1. Listen and Appraise



Style Indicators

Overview

Style	Year
Rock	2
Pop	2
South African	3
Blues	4
Reggae	4
Latin	5
Pop	5
Rock	6
Reggae	6
Pop	6

This overview diagram includes all the listening opportunities in this Scheme through historical periods to present day.

This Style Indicator guide will support learning and is printable.

2. Musical Activities

All activities are based around a song. The Activity Manual provided is to support the teaching and learning here.

- a. **Games** embed the Interrelated Dimensions of Music through repetition
- b. **Singing** is at the heart of all the musical learning
- c. **Playing** instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
- d. **Improvising** with the song using voices and instruments occurs in some Units of Work
- e. **Composing** with the song using instruments occurs in some Units of Work

3. Perform/Share

Share what has taken place during the lesson and work towards performing to an audience.

Various ways/ideas to tackle the mixed-age group issue

1. Deliver a two-year rolling programme - this will alleviate repetition.
2. Build your own scheme from the Units of Work, topics and other resources in Freestyle. In order to do so you will need extra units if you have extra classes so:
 - a. You could deliver less Units of Work in each year so perhaps you might deliver something different in Autumn 2 linked to what is taking place at Christmas time - perhaps use one of the productions. This means that you will have some spare units.
 - b. Use Summer 2 for revision and practise for a concert. Summer is notoriously difficult anyway due to SATS, Sports Day etc. Again, you will have spare units.

Learning Progression



The diagram above depicts the depth of learning that occurs as the children move through the year groups. As they progress, the colour deepens and the learning widens.

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities.

Musical Progression

The musical progression through KS1 and KS2 is demonstrated in the diagram below. The instrumental work is differentiated allowing children to move through the relevant parts as they need to. Remember that an integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities.



Musical Progression KS1



Musical Progression KS2



Style and Cross-Curricular Links KS1



Style and Cross-Curricular Links KS2

Assessment

The Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility for you to upload and store digital evidence.

Visit 'Assessment' in the 'My Workspace' tab to use the full Musical School Assessment Framework (you can refer to the assessment documentation on the right hand side of the Scheme home page).

How is Music taught within our school...

Within our school there are lots of different opportunities to learn, sing or play music and instruments which are...

- Choir club
- Singing and signing assemblies through whole school and classes
- Christmas performances
- Learning songs that are related to year group topics, for instance in Year Three the topic is Ancient Egyptians and we learn the song as a cohort called 'Tutankhamun'.
- Songfest performances through our choir club
- Year Six end of year celebration performances
- Taught music lessons where the structure of the lessons are- listening and appraising, fun music games where the basics of music are taught, learning to sing the song with voices and instruments, and then performing the song. The structure of these lessons are the same from Reception all the way to Year six.
- We also link Music to cross curricular subjects, for instance in Mathematics we learn times tables through songs.

Please see below are curriculum maps which give an overview of how Music is taught throughout our school...

Music Curriculum Map

Year 1	Autumn 1	Autumn 2	Spring 1 Current – I Draw Slow	Spring 2 Historical - Joao Gilberto	Summer 1 Current – Lin-Manuel Miranda	Summer 2 Local – Fleet Foxes
	Hey You Genre: Old school hip-hop How pulse, rhythm and pitch work together. I know how to clap short, rhythmic patterns I know how to repeat short rhythmic and melodic patterns	Rhythm In The Way We Walk and The Banana Rap Genre: Reggae Pulse, rhythm and pitch, rapping, dancing and singing I know how to say whether I like or dislike a piece of music I know how to use my voice to speak, sing and chant	In The Groove Genre: Blues, Baroque, Latin, Bhangra, Folk, Funk Understanding different styles of music I know how to respond to different moods in music.	Round and Round Genre: Bossa Nova Pulse, rhythm and pitch in different styles of music I know how to make different sounds with my voice and with instruments I know how to make a sequence of sounds	Your Imagination Genre: Pop Use of instruments, improvisation and composing I know how to choose sounds to represent different things	Reflect, Rewind and Replay Genre: Classical The history of music. Look back and consolidate your learning. Learn the language of music I know how to use instruments to perform I know how to follow instructions about when to play and sing
Cross curricular links	Introducing ourselves to our new class (RSHE)	Banana rap – plants (Science)	Which countries do the genres originate from? (Geography) (opportunities for cultural capital) History of music	Traditional stories (English)	Create drawings/paintings from the song (Art)	Sea shanties (topic links) (opportunities for local context)
Key Vocabulary - which all children must be familiar with.	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass guitar, percussion, trumpets, saxophone, perform	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination	Recap all previous vocabulary

Music Curriculum Map

Year 2	Autumn 1 Historical – Jimi Hendrix	Autumn 2	Spring 1	Spring 2	Summer 1 Current – Ed Sheeran	Summer 2
	I Wanna Play In a Band Genre: Rock Performing collaboratively - compose, perform and assess your own 4-part Rock track using body percussion. I know how to perform simple patterns and accompaniments keeping a steady beat. I know how to play simple rhythmic patterns on an instrument. I know how to create music in response to different starting points	Ho, Ho, Ho Genre: Rapping and improvisation Nativity performance opportunities I know how to improve my own work. I know how to sing or clap increasing and decreasing tempo.	Hands, Feet, Heart (Swapped with Autumn 1 unit due to topic link) Genre: Afropop Music from a range of cultures I know how to listen out for particular things when listening to music	Zootime Genre: Reggae The children will create a short piece using a graphic score to describe an animal - Sensational Safari links I know how to order sounds to create a beginning, middle and an end I know how to use symbols to represent sounds I know how to choose sounds which create an effect.	Friendship Song Genre: Pop RSHE links I know how to sing and follow a melody	Reflect, Rewind and Replay Genre: Classical The history of music. Look back and consolidate your learning. Learn the language of music I know how to make connections between notations and musical sounds
Cross curricular links	Use of percussion to create music linked to the explosions experienced in The Great Fire of London (British Values)	Writing a rap about positive behaviour (RSHE)	African music plus music from other cultures. Link to Sensational Safari topic (Geography).	African animal link – Sensational Safari	Positive relationships (RSHE)	History of music in Cornwall, e.g. carnivals and brass bands (local context)
Key Vocabulary - which all children must be familiar with.	Keyboard, drums, bass, electric guitar, saxophone, rock, pulse, rhythm, pitch, compose, perform, improvise,	Keyboard, drums, bass, guitar, saxophone, trumpet, pulse, rhythm, pitch, perform, audience,	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose,	Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, compose, perform, improvise, audience,	Keyboard, drums, bass, electric guitar, saxophone, rock, pulse, rhythm, pitch, compose, perform, improvise,	Recap all previous vocabulary

Music Curriculum Map

Year 3	Autumn 1 Current – Alicia Keys	Autumn 2	Spring 1 Historical – Bob Marley	Spring 2 Local – Fisherman's Friends	Summer 1 Current – Dua Lipa	Summer 2 Historical – Florence Price
	<u>Let Your Spirit Fly</u> Genre: RnB Understanding the influences of the RnB genre I know how to play clear notes on instruments I know how to create repeated patterns with different instruments	<u>Glockenspiel Stage 1</u> Genre: N/A Exploring and developing instrumental playing skills I know how to play clear notes on instruments I know how to create repeated patterns with different instruments	<u>Three Little Birds</u> Genre: Reggae Reggae artists and Jamaican music I know how to use musical words to describe a piece of music and compositions. I know how to use musical words to describe what I like and do not like about a piece of music.	<u>The Dragon Song</u> Genre: Pop The history of music. Links to traditional folk tunes and tales I know how to sing a tune with expression I know how to compose melodies and songs	<u>Bringing Us Together</u> Genre: Disco Understanding the link between tempo and dance styles I know how to use different elements in my composition I know how to combine different sounds to create a specific mood or feeling I know how to improve my work; explaining how it has been improved	<u>Reflect, Rewind and Replay</u> Genre: Classical The history of music. Look back and consolidate your learning. Learn the language of music I know how to create accompaniments for tunes I know how to recognise the work of at least one famous composer
Cross curricular links	Cornish Church music (local context)	Egyptian music and instruments (History)	Developing vocabulary (English)	Friendship, kindness, respect, acceptance and happiness (RSHE)	Create a Stone Age song (History)	Discuss musicians as a career (aspiring futures)
Key Vocabulary – which all children must be familiar with.	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose.	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody	Recap all previous vocabulary

Music Curriculum Map

Year 4	Autumn 1 Current – Taylor Swift	Autumn 2	Spring 1	Spring 2 Historical – Bill Withers	Summer 1 Historical – John Lennon	Summer 2 Local – Sue Aston
	<u>Mamma Mia!</u> Genre: Pop ABBA's music Exploring ABBA's repertoire and timeless 70s pop. I know how to perform a simple part rhythmically I know how to identify the character in a piece of music.	<u>Glockenspiel 2</u> Genre: mixed styles. Developing and exploring playing skills using the glockenspiel. Christmas Concert I know how to improvise using repeated patterns I know how to perform a simple part rhythmically.	<u>Stop!</u> Genre: Grime Writing lyrics linked to a theme. I know how to explain why silence is often needed in music and explain what effect it has. I know how to identify and describe the different purposes of music.	<u>Lean On Me</u> Genre: Gospel Soul/Gospel music and the theme of helping one another. I know how to sing songs from memory with accurate pitch I know how to identify and describe the different purposes of music.	<u>Blackbird</u> Genre: The Beatles/Pop The Beatles/equality and civil rights I know how to improvise using repeated patterns I know how to identify and describe the different purposes of music.	<u>Reflect, Rewind & Replay</u> Genre: Classical The history of music, look back and consolidate your learning, learn some of the language of music. I know how to use notation to record and interpret sequences of pitches I know how to use notation to record compositions in a small group or on my own I know how to begin to identify the style of work of Beethoven, Mozart and Elgar
Cross curricular links	Geography – where do the genres originate: Sweden (opportunities for cultural capital) English – creative writing character task	How/where are glockenspiels made/from? Can we make one? DT	RSHE: anti-bullying links	History and cultural impact of soul music (opportunities for cultural capital)	History: the Beatles' impact on culture. Civil Rights Movement Martin Luther King English – impact of lyrics	Anglo-Saxon song
Key Vocabulary – which all children	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse.	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo.	Musical style, rapping, lyrics, choreography, digital/electronic	Unison, by ear, notation, improvise, melody, pitch, rhythm.	Acoustic guitar, percussion, birdsong, civil rights, racism, equality.	Recap previous vocabulary.

Music Curriculum Map

Year 5	Autumn 1 Historical – Prince	Autumn 2 Historical – Eva Cassidy	Spring 1 Current – Sam Smith	Spring 2	Summer 1 Current – Bruno Mars	Summer 2
	<u>Living on a Prayer</u> Genre: Rock Explore a range of classic Rock Anthems I know how to maintain my part whilst others are performing their part I know how to change sounds or organise them differently to change the effect	<u>Classroom Jazz 1</u> Genre: Bossa Nova and Swing Jazz and improvisation I know how to choose the most appropriate tempo for a piece of music	<u>Make You Feel My Love</u> Genre: Pop Ballads Explore a range of Pop Ballads: Adele and Bob Dylan's versions. I know how to describe, compare and evaluate music using musical vocabulary I know how to contrast the work of a famous composer with another, and explain my preferences	<u>The Fresh Prince of Bel-Air</u> Genre: Old School Hip-Hop Understand the influences and culture of Old School Hip-Hop I know how to breathe in the correct place when singing I know how to use my music diary to record aspects of the composition process I know how to suggest improvement to my own work and that of others	<u>Dancing in the Street</u> Genre: Motown Understand the impact/culture of Motown I know how to explain why I think music is successful or unsuccessful.	<u>Reflect, Rewind & Replay</u> Genre: Classical The history of music, look back and consolidate your learning, learn some of the languages of music. I know how to improvise within a group using melodic and rhythmic phrases I know how to compose music which meets specific criteria I know how to use notation to record groups of pitches (chords)
Cross curricular links	History of British rock bands and their influence Opportunities for cultural capital.	Create art from music – how can the art match the music? Bright, bold, etc	English: write your own pop ballad! What are the common themes?	DT: make and decorate an item of 80s clothing you feel matches the music: e.g. cap,	PE: dance	RSHE: how do I feel?
Key Vocabulary – which all children must be familiar with.	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics,	Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics,	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Recap all previous vocabulary

Music Curriculum Map

Year 6	Autumn 1 Current – Michael Kiwanuka	Autumn 2 Current/Historical – Tori Amos	Spring 1 Historical – Aretha Franklin	Spring 2 Historical – Carole King	Summer 1	Summer 2
	<u>Happy!</u> Genre: Pop/Neo Soul Being Happy! I know how to sing in harmony confidently and accurately.	<u>Classroom Jazz 2</u> Genre: Bacharach and Blues Jazz, improvisation and composition I know how to use a variety of different musical devices in my composition (including melody, rhythms and chords) I know how to analyse features within different pieces of music.	<u>A New Year Carol</u> Genre: Classical or Urban Gospel Benjamin Britten's music and cover versions I know how to compare and contrast the impact that different composers from different times have had on people of that time	<u>You've Got A Friend</u> Genre: 70s Ballad/Pop The music of Carole King I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created.	<u>Music and Me</u> Create your own music inspired by your own identity and women in the music industry. I know how to take the lead in a performance. I know how to use a variety of different musical devices in my composition (including melody, rhythms and chords)	<u>Reflect, Rewind & Replay</u> Genre: Classical The history of music, look back and consolidate your learning, learn some of the languages of music. I know how to analyse features within different pieces of music.
Cross curricular links	RSHE – coping with emotions / helping others	History – Jazz and blues	History – British composers	English – feminist writers	Computing: using apps to record	RSHE – looking back over the year's accomplishments
Key Vocabulary – which all children must be familiar with.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony	Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.	Recap all learned vocabulary.
Extended writing opportunities	Origins of Neo Soul	Review of piece of music – what features does the	Research a local musician (topic links)	Carole King's quotes: do you agree with her stance?	Women in the music industry	Topic links – local Cornish celebratory music

How Music is taught for children with Special Educational Needs (SEND)...

SEND in Music – 'Anyone can Play': This is taught through our Charanga scheme.

Supporting inclusive practice

Musical School's SEND section is dedicated to supporting teachers working with children and young people with special educational needs and disabilities. While a discrete area, many teachers use the section alongside the main Musical School platform, allowing them to find the most appropriate resources for each learner which can be found on <https://charanga.com/site/musical-school/send/>.

Here is a breakdown of the SEND scheme of learning through Charanga that helps to support inclusive practice.

SEND Freestyle – Signed Songs

SEND Freestyle – Resource Library

SEND Create

SEND Scheme – Anyone Can Play

Partnerships that support our school for Music...

Within our school we have a few partnerships that work alongside us to provide those extra-curricular opportunities for all children within our facilities. These partnerships include...

- Go Cornish (Learning to sing songs in Cornish)
- Jan Man (Who is our facilitator for Choir Club and First Access teaching)
- James Brown (First Access teaching for Year 2 imaginative project)
- The Cornwall Music Hub
- Rock Steady

Part B: Extra-Curricular Music Opportunities

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.

Our school offers a vast amount of Musical opportunities at present. However, this will be further developed within the future to offer more opportunities for all within our school.

Here is what Sandy Hill Academy offers currently...

- Choir Club that is taught by Jan Man. In the Spring term, our choir club also participate in a Song Fest competition where they perform an array of taught songs to an audience at St Petroc's Church in Bodmin.
- Garage band club where children use Ipads to create their own music using the app garage band. The children that participate in this club immerse themselves in the basics of how to use Garage band, and then have a go at using the system to create their own music.
- First Access for Year Four where they participate in an eleven week course in learning how to play the ukelele
- First Access for Year Two which is an imaginative unit
- Makaton club where the children learn basic signs, and how to sign the lyrics in well known pop songs.
- Rock steady groups where children immerse themselves in working in a band and playing an array of instruments to make their own rock band! They will then perform their songs to the school every term.

Part C: Musical performances

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.

Our school offers a vast amount of Musical performances at present.

Here is what Sandy Hill Academy offers at present...

- A whole school Sportify playlist that plays songs related to our school values such as 'Resilience'. These songs are also played before assembly and after the assemblies whilst children are walking into and out of the assembly.
- Taught songs that relate to Whole Year group topics
- Christmas performances
- Choir club and their performance for the Song Fest competitions
- We also have groups such as Choir Club or Makaton club that visit local groups within our community such as a local Care home to perform songs to.
- During end of term clubs such as Art club they complete an exhibition where in the background music will be played for the families to listen to whilst they walk around and engage within the Art that children have produced.
- World Music Day- the children immerse themselves for a whole day in a variety of different genres of music such as African drumming, and Cornish Music with Will Keating.

- In Year Four, the children are very lucky to participate in an eleven week programme called First Access where they learn how to play the ukelele. These lessons are taught by Jan Man.

In the future

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

Our school offers a vast amount of Musical opportunities for all at present. However, there are some further opportunities that I would like to develop within the future. For example...

- Bringing in the Cornwall Youth Choir to work with pupil premium eligible children, or Special Educational Needs children (SEND) to engage within singing and expressing themselves and individuality.
- More career links to Musical learning
- Extra music lessons such as the violin or the guitar (could start as a club and then progress into whole class teaching).
- Music therapy for those who may need it.

Please see my development plan below for Music for the academic year 2025-2026

Intent	Implementation - What, Who, When, Cost, Monitoring of	Expected Impact on Pupils	Evaluation and Next Steps (Inc external review)
Transition for Year 1 to develop Music provision alongside the year 1 transition	<ul style="list-style-type: none"> • Speaking to Year 1 and EYFS teachers about how Music is incorporated within their teaching. • Staff training for Year 1 teachers (Charanga CPD) 	<ul style="list-style-type: none"> • Fostering a love of music from an early age throughout their school year. • Understand basic key vocabulary/terminology • Recall prior learning from previous years 	
Subject specific-Careers experience for all to provide children the knowledge of a range of careers linked to music	<ul style="list-style-type: none"> • Experiences for children to understand what careers learning Music can lead them to. • LR to email class teachers each term about different music careers for children to research and write about in wider curriculum books • World Music Day- Will Keating to come in and speak about his music career to inspire children 	<ul style="list-style-type: none"> • Fostering a love for Music • Developing a child's whole self-development through careers and future support • Cultural capital opportunities- aspiration 	
Work alongside the EYFS team to enhance pupils outcomes	<ul style="list-style-type: none"> • EYFS training INSET 25.10.24 • Time booked in EYFS (Nursery and Reception) 	<ul style="list-style-type: none"> • Fostering a love of music from an early age throughout their school year. • Understand basic key vocabulary/terminology 	
Experiences for children- To bring in extra afterschool clubs where children can learn how to play a variety of instruments such as the ukelele and violins To support children's understanding of range of instruments through experiences	<ul style="list-style-type: none"> • Pupil voice- what instruments would children like to learn • CPD opportunities for staff who may want to learn new instruments • LR to look into researching for possible club opportunities such as samba bands • LR to also review if we need a variety of instruments for Charanga scheme or for a club 	<ul style="list-style-type: none"> • Fostering a love for Music from an early age and throughout their school year • Developing a child's whole self-development through careers and future support, and learning a variety of instruments • Cultural capital opportunities- aspiration 	
Subject Specific- To refine visual assessment around the school to develop a whole school approach to assessment so everyone is using the same assessment across the school to ensure that pupils know more and remember more	<ul style="list-style-type: none"> • At the start of each half term, teacher's/TA's to film the children's first learning of charanga and their first performance. After the first performance using pupil voice to explain what went well (WWW), and what they could improve on. • On the last lesson on the half term, teacher's/TA's to again record their performances and using pupil voice to express WWW and what they could improve on. • Teacher's can show pupils their first performance, as well as their last one to show how much their learning has improved and to celebrate this. • Recordings can even be shown in assemblies, or through parallel class as celebrations. 	<ul style="list-style-type: none"> • To support pupil voice and their understanding of musical terminology • To celebrate whole classes/groups achievement to promote arrays of positive emotions and the love of music. • Pupils know more and remember more • Assessment is more refined and manageable impacting positively on future learning sequences 	