



Wonderfully Made (Psalm 139:14)  
 At Culgaith C of E School we believe that we are all  
 uniquely created individual parts of  
 one body.

Culgaith, Penrith, Cumbria, CA10 1QL  
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 Website: [www.culgaith.cumbria.sch.uk](http://www.culgaith.cumbria.sch.uk)  
 Head Teacher: Mrs Lynn Dobinson

## Music Development Plan – Culgaith CE School

Music lead: Lynn Dobinson

Music specialist (if applicable): Andrew Roze

Headteacher: Lynn Dobinson

Date written: December 2024

Review date: December 2025

<p><b>1 – Overall objective/ vision</b></p>	<p><i>At Culgaith we believe that Music is a unique way of communication which can inspire and motivate children. Our vision of our pupils as 'Wonderfully made, individual arts of one body' is encompassed in our inclusive music provision. We offer an ambitious course of study where music is a vehicle for personal expression and plays an important role in the personal development of each child. Music reflects culture and society and so the teaching of music enables children to better understand the world in which they live.</i></p> <p><i>Through making music, children learn to work cooperatively with others and develop leadership skills, creative thinking, problem-solving, decision-making, and presentation and performance skills.</i></p> <p><i>Our bespoke curriculum enables pupils to meet the end of key stage attainment targets outlined in the National curriculum and the aims of the curriculum align with those in the National curriculum.</i></p> <p><i>Music at Culgaith is focused on celebration with a range of live performances both in school and in our wider community, allowing children to further enhance their cultural capital and community ethos.</i></p>
<p><b>2 – Key components</b></p>	<ul style="list-style-type: none"> <li>- Time-tabled discrete music lessons – 1hr per week per class</li> <li>- Singing and music an integral part of Daily Collective Worship</li> <li>- Whole class guitar lessons for Year 5 and 6</li> <li>- Individual guitar and piano lessons with specialist teachers on offer (paid for but funded for disadvantaged/Pupil premium pupils)</li> <li>- Visiting music teachers such as Drum and Brass group or African Drumming lead</li> <li>- Links with external music organisations such as East of Eden Mission Choir, Razzamataz, Sunbeams</li> <li>- Support for disadvantaged pupils in attending performances, buying/ loaning instruments, individual tuition.</li> <li>- CPD for staff such as Clickview module training, attendance at music conference, Sing-up CPD</li> <li>- All children get opportunities as part of choir – attendance at Carol service at St Andrew’s church, Young Voices in Manchester, Singing in All Saints church, singing/playing instruments in Culgaith Village Hall, performance assemblies for parents/families. SEND children attend Sunbeams music sessions fortnightly in Penrith.</li> <li>- All staff are part of music delivery. We receive some funding from Penrith Schools Music Association, and we also fundraise for music provision through singing at Morrisons.</li> </ul>





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	<i>Children from nursery to Year 6 perform in annual Christmas plays and children in Key Stage Two perform in the annual summer leavers play.</i>
<b>3 – Classroom instrumental teaching</b>	<p><i>Include details of the school’s offer for each year group. How will pupils progress? Who will teach this? How will instruments be funded? How will lessons be inclusive? Where to next?</i></p> <ul style="list-style-type: none"> <li>- <i>In class one (Nursery-year 1), children use a range of percussion instruments and glockenspiels to support their learning. School have a bank of glockenspiels for whole class teaching.</i></li> <li>- <i>In class two (year 2-4) children use both percussion and tuned instruments such as Glockenspiels. They also play trombones as part of their Drum and Brass unit.</i></li> <li>- <i>In class three (year 5-6), children build upon their prior learning by learning to play the guitar as a continued part of the music education. School have a bank of guitars available for pupils to borrow.</i></li> <li>- <i>Two music tutors offer 1:1 tuition for pupils in guitar and piano. School have a keyboard and piano that pupils can use. PP pupils are able to access lessons and school also look to support other disadvantaged pupils where possible.</i></li> </ul> <p><i>SEND children have additional music instrument provision at Sunbeams music centre in Penrith</i></p>





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4 –  
 Implementatio  
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 components



Culgaith CE Primary School – Music Curriculum

Year A – 2023-24

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum links</b>  <b>EYFS</b>  <b>KS1</b>  <b>KS2</b>	<b>Play instruments with increasing control to express their feelings and ideas.</b>  <b>Listen and Appraise</b>  <b>Play tuned and untuned instruments musically.</b>  <b>Perform and share your learning.</b>  <b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>	<b>Listen carefully to rhymes and songs, paying attention to how they sound.</b>  <b>Listen with concentration and understanding to a range of high-quality live and recorded music.</b>  <b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b>	<b>Sing in a group or on their own, increasingly matching the pitch and following the melody.</b>  <b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</b>  <b>Listen with attention to detail and recall sounds with increasing aural memory.</b>	<b>Create collaboratively, sharing ideas, resources and skills.</b>  <b>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</b>  <b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b>	<b>Sing a range of well-known nursery rhymes and songs.</b>  <b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</b>  <b>Use and understand staff and other musical notations</b>	<b>Listen attentively, move to and talk about music, expressing their feelings and responses.</b>  <b>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</b>  <b>Develop an understanding of the history of music</b>
<b>Class 1</b>	Sing-up - I have a grumpy face (EYFS unit) The sorcerer's apprentice	Magical musical aquarium (Singup) Nativity songs	KS 1 Big Sing (inc Year 2)	Sing-up Football (Year 1 unit)	Click View - The Kiboomer's Circle Songs and Nursery Rhymes	Sing-up The King is in his castle (Year 1)
<b>Class 2</b>	Drum and Brass - ensemble	Sing up – Spain Nativity songs	Magic Hands Black History Songs – Click View	Sing Up I've been to Harlem (Year 3)	Click View – Elements of music	Nao Chariya de Mingulay and the Skye boat song (Sing up)
<b>Class 3</b>	Guitar – Learning to play and perform	Guitar – Fly with the stars (sing up)	Guitar – introduction to song writing	Guitar – Garage Band / composition – Click View – Compose Yourself	Guitar – Music Notation	Guitar – Clickview – Genres and Culture/ Music History





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Culgaith CE Primary School – Music Curriculum

**Year B – 2024-25**

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum links</b>  <b>EYFS</b>  <b>KS1</b>  <b>KS2</b>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Listen and Appraise</p> <p>Play tuned and untuned instruments musically.</p> <p>Perform and share your learning.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Use and understand staff and other musical notations</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Develop an understanding of the history of music</p>
<b>Class 1</b>	Sing up – Row, row, row your boat Witch, witch	Sing up Colonel Hathi's March Nativity songs	Sing up – Dawn from sea interludes and Musical conversations	Sing up – Who stole my Chickens and hens?	Sing up – The King is in the Castle	Clickview – Mozart and Arethra Franklin
<b>Class 2</b>	Drum and Brass - ensemble	Sing up – Sound Symmetry	Sing up – This little light of mine	Sing up – composing with colour and Global pentatonics	Play percussion – Mangrove Twilight	Play percussion – Mangrove Twilight
<b>Class 3</b>	Guitar – Learning to play and perform	Guitar – listening and playing	Guitar – introduction to song writing	Guitar – Garage Band / composition – Click View – Compose Yourself	Guitar – Music Notation	Guitar – Clickview – Genres and Culture/ Music History



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<b>5 – Communication activities</b>	<ul style="list-style-type: none"> <li>- School newsletter</li> <li>- School social media – including Instagram and Facebook</li> <li>- School events – calendar</li> </ul> <p>Regular letters to parents</p>
<b>6 – Evaluation process for the success of the Music Development Plan</b>	<ul style="list-style-type: none"> <li>- Music plan reviewed in line with School Improvement Plan and appraisal cycle – annually in Autumn Term.</li> <li>- To be shared with whole staff in staff meeting and governor with music responsibility.</li> </ul>
<b>7 – Transition work with local secondary schools</b>	<ul style="list-style-type: none"> <li>- Via Enrichment hub – local cluster group – shared music activity days</li> </ul> <p>St Andrew’s church secondary and primary school concert</p>
<b>8 – Budget materials and staffing</b>	<p>Budget for Music –</p> <p>Sunbeams visits – IXTA 1 hr per fortnight £20 = £340</p> <p>Music specialist teacher - £40 per hour - £1520 per year.</p> <p>Music scheme – Sing up – Annual membership £155</p> <p>Clickview – split with other subjects so 1/10 of subscription £50</p> <p>Drum and Brass - £533.85</p>
<b>9 – Pupil Premium and SEND provision</b>	<p>What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music? E.g. using PPG to fund instrumental/ vocal tuition</p> <p>As above – PP pupils provided with opportunity to learn individual instruments, taken to concerts such as Young Voices and included in all aspects of curriculum.</p> <p>SEND children included in all aspects of classroom curriculum with additional opportunity at Sunbeams music centre when appropriate.</p>





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10 – Summary Action Plan	Objective	Strategies and Actions	Success Criteria	Monitoring and Evaluation	Responsibility	Resources and Budget
	Increase engagement and performance in music classes	1. Implement a variety of teaching methods such as group work, practical activities, and technology integration.	- Increased participation and enthusiasm from students during music lessons.	- Regular classroom observations and student feedback.	Music Subject Leader	- Technology resources
		2. Organise regular music performances, showcases, and competitions within the school to showcase students' progress and talents.	- Improved musical skills and confidence demonstrated by students in performances.	- Feedback from attendees and participants.	Music Subject Leader	- Performance venue
	Increase communication with parents and wider community about the music curriculum	1. Use a section of the termly newsletter to highlight student achievements, upcoming events, and ways for parents to support music education at home.	- Increased parental involvement and support in students' music education.	- Number of newsletter downloads and feedback received.	Music Subject Leader	- Newsletter software
	at Culgaith School and Music opportunities	2. Hold regular events where parents and the community can see students perform, discuss the music curriculum, and explore music opportunities.	- Improved understanding and appreciation of the music curriculum by parents and the community.	- Attendance numbers and feedback from attendees.	Music Subject Leader and Whole school staff	- Event organisation

