



# CUSP Music Development Plan – Burton End Primary Academy

## 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	<b>September 2024 – July 2025</b>
Date of publication	20/9/24
Date this summary will be reviewed	Spring 2025



Name of the school Music Lead	Bridie Sexton
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Suffolk 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?	60 mins
How much lesson time is spent per week in KS2?	45 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. (With the exception of year 4 as detailed below) 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 subjects, for example, teachers may choose to deliver one CUSP Music lesson over two shorter blocks of time.



	<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>CUSP Music Subject Leader</p> <p>Suffolk County Music Hub have provided us with a music teacher (Mr Daniels) for the pass two years. He is now teaching the CUSP curriculum and running lunch time clubs, such as, choir. He has previous taught year groups musical instruments, including teaching last year's 6</p>
<p>What qualifications and/or awards can pupils achieve through curriculum music?</p>	<p>n/a</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 adjust the pedagogy and activity to ensure that pupils with SEND are able to access the materials and participate fully in the lesson. 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 fully immerse themselves into the curriculum. From nursery</p>



	upwards, singing is encouraged to include Makaton signs wherever possible and to encourage those not able to verbalise to still be included.
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**Part B: Extra Curricular Music**

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.	Music/singing assembly Choir at lunch time in KS2 Mr Daniels. After school choir club- Autumn Term 2.
Summarise how the tuition is funded? Is it paid for or subsidised by the school or by parents? Is the Pupil Premium Grant used to pay for or subsidise funding for particular groups?	School Staffing Budget
What choirs and/or ensembles can pupils join at the school? How is access to these ensembles funded?	Choir at lunch time in KS2 with Mr Daniels. After school choir club- Autumn Term 2.
Where can pupils rehearse and practice individually or in groups?	N/A
How does the school ensure that pupils experiencing disadvantage are prioritised for access to music tuition?	Nuture based music sessions have been provided for disadvantaged children – tuition is our next step.



How does the school work with families to encourage pupils to engage with music tuition?

N/A

## Part C: Musical Experiences

Musical Experience / Event	Charging information
<p>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.</p> <p><b>Digital performance</b> - 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.</p> <p><b>Choir</b> - The school choir sings at school events and at important dates in the school calendar.</p> <p><b>Singing in assembly</b> takes place every other week. All children are encouraged</p> <p><b>CUSP Music Festival</b> – 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.</p> <p><b>CUSP Festival of Spoken Word</b>, pupils will have the opportunities to engage with songwriters, performers and lyricists.</p>	<p>No chargeable activities to ensure equality of access.</p>