

Music development plan summary: Cedars Park Community Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	October 2025
Date this summary will be reviewed	June 2026
Name of the school music lead	Mrs Elizabeth Rolfe
Name of school leadership team member with responsibility for music (if different)	N.A.
Name of local music hub	Suffolk County Music Service
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 and any music qualifications or awards that pupils can achieve.

At Cedars Park Primary School, we believe that music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our school, music can bring the community together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making feeds the soul of our school community, enriching each one of our students while strengthening the shared bonds of support and trust, which make a great school. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As such, we ensure that our curriculum is accessible for all to enable all learners to make progress from their own starting points, including those with Special Educational Needs (SEN).

At Cedars Park, we follow the Charanga Musical School Scheme, which is based on the Model Music Curriculum. Each half-termly unit of work enables the 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.

Music Timetable

Each class engages in one hour of discrete music lessons each week, either with the class teacher or with our specialist music teacher, Mr.Cole. We have good links with the Suffolk County Music Service and our Year Four pupils work once a week with our Local Authority peripatetic instrumental teacher, Mr.Taber, learning to play the clarinet or the cornet, accessing key aspects of the music curriculum. To encourage and inspire, these children have the opportunity to perform once a term, culminating in a performance to parents at the WCET (Whole Class Ensemble Teaching) Festival in the Summer term.

Time allocated to curriculum music sessions with Mr Cole:

As the school long-term overview highlights, Mr. Cole works with each year group throughout the year ensuring all classes have access to our creative curriculum.

County Music Lessons Weekly

Year 4 – 1 hour

Assemblies

Singing Assembly – Tuesday each week – **20 minutes**.

The songs are carefully selected to link with key calendar events throughout the year, such as a celebration of Black History Month and Mental Health Awareness Week.

Singing and Instrumental Opportunities

Singing and instrumental opportunities occur frequently at Cedars Park and are planned for within performance and compositional activity. Children attend a singing assembly once a week, where they are taught a range of songs and techniques.

Music Awards

Pupil's efforts and achievements are celebrated with a music award system. These are used across the school and children are motivated to receive them.

Glockenspiels, Clarinets, Cornets, Guitars & Ukuleles

Glockenspiels and a range of percussive instruments are available for children's use when music making. Ukuleles and guitars are an excellent addition for rhythmic and melodic learning; particularly in year groups three to six. In addition, our year four music curriculum is led by Mr. Taber from the Suffolk County Music Service. The children are motivated learning a wind instrument and this compliments our wider instrumental opportunities very well.

Bandlab

At Cedars Park we encourage and emphasise the use of ICT as a key tool for music making. Upper Key Stage Two pupils are taught how to use the 'Bandlab' program for compositional work. Our Year 6 students are enthused learning the fundamentals of the program and learn key curriculum skills that provide a springboard for accessing music technology at High School. This interactive approach is inspiring and students frequently create their own arrangements outside of school.

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.

Extra-Curricular Music Opportunities

School Choir

Our school choir meets once a week for year groups three to six. We currently have 47 students involved. Our resident music specialist, Mr Cole, leads the students and prepares a broad range of songs from different genres and cultures. Examples recently have included songs that link with the Jigsaw PSHE curriculum with a focus on positive mental health. Furthermore, songs are updated frequently but equally children are inspired singing familiar songs and those taught previously. These experiences in turn enhance our sound and provide confidence in students' performances. Our choir members are motivated beginning to 'lead' in assemblies, teaching the melodies of songs practiced and volunteering actions. Children feel confident adopting solo and duet parts, leading the whole school. In the Autumn term, the choir also meets during a second lunchtime, to learn songs specifically for the 'Friday Afternoon Big Sing' event held at Snape Maltings in November. This also includes a workshop given by Aga Serugo-Lugo from The Britten Pears Arts Foundation.

We perform regularly at events across the year. We are invited to sing at the Stowmarket Christmas Tree Festival each year and share our love of music at Cedars House Residential Care Home.

Ukulele and Guitar Groups.

Students at Cedars Park can join our ukulele group, where children attend lessons on a Friday afternoon. In addition, guitar tuition occurs on a Tuesday afternoon and children are enthused to sign up and become involved! They are particularly inspired layering their own parts and learning how different textures are created. The ukulele is also ideal to accompany singing; therefore, the children learn how to link chords effectively with varying strumming patterns applied. Ukuleles are used within curriculum music lessons and the children bring growing confidence and ability due to these co-curricular musical opportunities.

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, and trips to professional concerts.

Musical Experiences

Assemblies

Our School Choir are beginning to lead more frequently in Singing assembly and showcase songs they are learning during the weekly choir rehearsal.

In addition, the 'Open the Book' team kindly visit each half term to share bible stories with action and song. Children willingly volunteer for performance roles and thrive on the interactive dramatic approach!

Concerts

Children perform at regular times throughout the school year.

Opportunities to share music making throughout the year:

Autumn Term

Class assemblies - EYFS, KS1 and KS2 students

Friday Afternoon Big Sing at Snape Maltings – Choir Members Year 3 to Year 6

Nativity Performance – EYFS and KS1

Christmas Tree Service at St. Peter and St Mary's Church, – School Choir

Clarinet and Cornet Performance – Year 4 to Year 3

Christmas Market – Year 6

Spring Term

Class assemblies - EYFS, KS1 and KS2 students

Year 4 Clarinet and Cornet Performance to Year 3 – Year 4

Summer Term

Class assemblies - EYFS, KS1 and KS2 students

Year 6 Summer Performance – to whole school and parents

Year 6 Leavers Assembly – to Year 6 parents

Clarinet and Cornet WCET Music Festival

Class Assemblies

Children lead class assemblies where they showcase their learning to parents, families and friends. Within the planning, children perform songs and compositional learning from their curriculum music sessions.

In the future

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

Moving Forward in 2025 to 2026

Music Action Plan

At the beginning of each academic year an action plan is created setting targets for Music. This plan is reviewed termly. The action plan focuses on key areas of development for the music curriculum and to ensure each individual has a good range of openings for opting into musical activity.

Key Priorities

1) Deliver high quality teaching of Music across the school in accordance with the Model Music Curriculum 2021.

- Check fidelity to the Music Scheme with appropriate adaptations.
- Develop the use of Musical concepts and vocabulary in lessons.
- Audit resources to ensure that the Model Music Curriculum can be taught efficiently.

2) Ensure pupils' progress is being accurately assessed.

- Monitor the use of assessment documents.
- Gain a portfolio of children in each year group who are working below or above expected.
- Offer opportunities that help staff build confidence in teaching and in making accurate assessments.
- Revise the use of the distance marking sheets in order to monitor the progression of music for the learners who are working at Working Towards and Greater Depth.
- Assess progress and achievements.
- Provide opportunities for the children in Key Stage 2 to record compositions using standard musical notation.

3) Develop enrichment opportunities in Music to develop children's love for the subject.

- Increase opportunities for children to perform.
- Provide opportunities for the choir to lead in assemblies - teaching songs and demonstrating skills.
- Provide opportunities to experience professional musicians.
- Conduct pupil perceptions to establish attitudes towards Music and address any areas of concern.

Additional Information