

Music development plan summary: Cherry Tree Academy

Overview

Detail	Information
Academic year that this summary covers	2025/2026
Date this summary was published	
Date this summary will be reviewed	July 2026
Name of the school music lead	Jasdeep Mehat
Name of school leadership team member with responsibility for music (if different)	Stacey Cannon
Name of local music hub	Wakefield Music Services
Name of other music education organisation(s) (if partnership in place)	Kapow Primary

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 Cherry Tree Academy, we have reviewed the guidance from the Model Music Curriculum to develop and refine our approach to music education. Our curriculum is designed with an emphasis and passion for listening and appraising. We have devised an approach whereby our children will explore and be exposed to different elements of music throughout their time at school- not just in dedicated music lessons, but through a variation of experiences. This tailored approach promotes pupils to develop a deep understanding of music, fostering a lifelong appreciation and love for the subject.

As a school, our approach to the Music curriculum ensures that it is taught discretely to ensure depth and rigour. Each year group throughout the school has a minimum of 1 hour of access to music weekly, with a dedicated assembly for singing together each week. Opportunities to listen to and appraise the work of a range of composers is also built into our weekly assemblies.

Our progressive music curriculum supports the progression of substantive & disciplinary concepts, which have been carefully selected and well-sequenced through a nationally recognised scheme. We also ensure that knowledge and concepts are regularly revisited to ensure depth and rigour over time. The key concepts, principles and themes have been developed from the National Curriculum into a range of progressive

knowledge and skills. This allows a purposeful way of teaching and learning, enabling us to provide meaningful and sequential approach to the teaching of Music.

In order to progress, pupils must develop musically across 3 pillars that interrelate in musicianship: 'Technical' development for pupils to translate their intentions successfully into sound, 'Constructive' development for pupils to understand how musical components come together both analytically and in the creative process and 'Expressive' development to allow children to focus on the more indefinable aspects of music: quality, meaning and creativity.

Our musical curriculum content supports pupils in developing these 3 essential pillars, which in turn support the activities of performing, composing and listening. It is creative, exciting and meets the needs of individual learners but can easily be adapted for pupils with additional needs.

Our curriculum is inclusive for all pupils, including those children with SEND. Curriculum leaders and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupils' individual needs are considered and adaptations are planned to ensure the success of pupils in all subjects. The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge. Where pupils are identified with having complex needs, it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil.

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.

At Cherry Tree Academy, we are committed to providing a rich and diverse musical education that extends beyond the core curriculum. Our co-curricular music programme is designed to offer pupils numerous opportunities to sing and play music, each lesson is exciting and engaging- something which pupils look forward to each week on the timetable.

Our Young Voices after school club, open to Y3 – Y6 pupils, has been a vibrant part of our music programme for a number of years. The choir provides an opportunity for children to develop their vocal skills, learn to sing in harmony, and perform in front of live audiences.

We believe in the importance of instrumental learning as part of a well-rounded music education. At Cherry Tree Academy, we provide whole-class ensemble teaching (Y3 Ukulele) to ensure that all of our pupils have the opportunity to learn how to play an instrument.

Our co-curricular music activities are designed to complement and enhance the core curriculum, providing pupils with a comprehensive musical education. Through regular practice, performance opportunities, and exposure to a variety of musical styles and instruments, pupils can develop their skills and deepen their understanding of music. The structured progression from whole class singing sessions to instrumental learning and performance opportunities ensures that pupils build a solid foundation in music and are well-prepared for further musical study.

We aim to equip pupils with key musical vocabulary, age appropriate and tailored to what they are learning at the time. We focus on implementing vocabulary which will support throughout their musical journey during their time at Cherry tree Academy.

In conclusion, Cherry Tree Academy's co-curricular music programme offers a breath of opportunities for pupils to engage with music in meaningful and enjoyable ways. By providing a variety of singing and instrumental activities, we aim to nurture each child's musical potential and instil a lifelong appreciation for the art of music.

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.

Performance of finished pieces

At Cherry Tree Academy, we value the skill of performance. When pupils have a finished piece, we ensure that this is shared with parents/carers and where possible, the wider community. Our weekly whole school achievement assembly is often utilised as way for pupils to be able to showcase their talent, where their talents are celebrated in the presence of their peers.

Performance of Finished Pieces – Ukulele 'Big Strum' at Wakefield Cathedral

At Cherry Tree Academy, we place great value on the skill of performance, and we believe it is essential for pupils to showcase their hard work. Each year, our Year 3 Ukulele students have the exciting opportunity to perform at the 'Big Strum' event at Wakefield Cathedral. This performance allows pupils to demonstrate the ukulele skills they've developed throughout the year, performing in front of an audience of parents, carers, and the wider community.

The event follows a series of rehearsals, where students perfect their pieces, and then they have the chance to showcase their achievements to a large audience. Not only is this a valuable experience for the children, but it also strengthens our school community by bringing together pupils, families, and the public to celebrate the musical progress of our pupils.

Young Voices

Our KS2 pupils have the annual opportunity to participate in Young Voices. Here, they perform alongside thousands of other children, creating a memorable and inspiring experience.

Seasonal performances

Seasonal performances are a highlight of our music programme. In the autumn term, we host festive concerts for all years in school, bringing the school community together in celebration.

Whole School Singing Assemblies

One of the cornerstones of our music provision is the whole school singing assemblies. These take place once a week for 30 minutes. They are not just a time for collective singing but also an educational experience where children learn about essential vocal techniques, warm-ups, breathing exercises and pitch and notation. The collective experience of singing together also builds a sense of community and shared enjoyment.

Professional concerts

Attending live performances is an integral part of our music curriculum. It exposes children to new crowds and environments, helping them develop a sense of belonging and build emotional intelligence. These experiences are well-planned, ensuring that all children benefit from them. The entire school attends a pantomime performance, which not only entertains but also educates children about different forms of theatrical expression. These experiences are invaluable in developing children's appreciation for the arts and enhancing their cultural literacy.

In the future

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

At Cherry Tree Academy, we are dedicated to continuously enhancing our music education provision to ensure that it meets the highest standards and provides enriching experiences for all our children. In the coming years, we plan to continue making improvements to our offers in curriculum music, co-curricular music and musical experiences in order to further develop our children's musical abilities and expression.

We aim to:

- Support the subject leader and conduct regular CPD for teachers in this subject area, specifically our two ECT's. CPD will focus on areas identified through learning walks, staff feedback and pupil voice, and may focus on a range of areas such as teaching strategies, assessment technique and use of technology in music. These will be detailed through the music action plan, which will be updated on a regular basis. Enhancing teachers' skills and confidence in delivering music education will lead to more effective teaching and better pupil outcomes. We aim to also develop our teachers as musicians, as highlighted by the OFSTED research review.
- Introduce further peripatetic music lessons and communicate this more frequently to our pupils and their parents/carers.
- Expose pupils to a range of instruments to broaden their opportunities. This may be by creating stronger links with local high schools in order to listen to their orchestra play live, or contacting local theatres to request a sit-in at a sitz-probe or conduct a Q and A with the orchestra.

Further information:

To supplement our offer at school, the Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.