

Music Development Plan

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Music Development Plan	
1 – Overall objective	<p>To provide an extensive, diverse, and progressive music curriculum for all children within school; this will be delivered through outstanding music teaching and leadership.</p> <p>To maximise cultural capital for all our children, and their overall wellbeing and confidence, while creating interest in and motivation for music and music-related activities.</p>
2 – Key components	<p>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND <i>Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. Charanga meets all components of the Model Music Curriculum, including musical technology units. Teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning.</i></p> <p>Classroom instrumental teaching <i>The children benefit from an external music teacher visiting school weekly, offering whole class recorder teaching for children in Year 3. Throughout their primary music curriculum journey, children will learn how to play Glockenspiels and Boomwhackers, within our music scheme. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation.</i></p> <p>Links with external music organisations <i>Children have the opportunity to learn and play as part of a rock ensemble, with Rocksteady. Each week, an external music teacher visits school and teaches children how to play a rock instrument, or sing, as part of a band.</i></p>

	<p>The band takes part in termly performances where parents and the rest of the school can come and watch.</p> <p>Music CPD Music leads have many CPD opportunities through the year and are able to use staff meeting time to offer teaching staff further CPD.</p> <p>Performance opportunities Our children take part in weekly singing in assemblies. Classes are given a song to sing in class each term, which is then sung in assembly. We plan to offer a school choir and perform throughout the year.</p>
<p>3 – Classroom instrumental teaching</p>	<ul style="list-style-type: none"> -Reception -Y1- Glockenspiels and xylophones -Y2 – Glockenspiels -Y3 – Recorders -Y4 – Glockenspiels -Y5 – recorders, xylophones and drums. -Y6 – Glockenspiels
<p>4 – Implementation of key components</p>	<p>Music curriculum – EYFS, KS1, KS2, SEND. Listening curriculum and school song bank (see Charanga or resource subscription).</p> <p>Classroom instrumental teaching – see box above.</p> <p>Progression from classroom instrumental teaching – develop a simple way of tracking students’ progress and identifying potential; research individual talent development programmes for students showing potential.</p> <p>Visiting music teachers – recruitment of staff and students.</p> <p>Links with external music organisations – to support recruitment of children for instrumental and before/after school activities, alongside inspiring future musicians and opportunity to see a live concert. Foster relationship with local music hub – what are the opportunities? Maintain ongoing contact. Music Mark Membership – working towards their award.</p> <p>Pupil Premium student engagement – how can we recruit Pupil Premium students into instrumental lessons and wider activities?</p> <p>Succession planning and CPD – Train a level 3/high level teaching assistant (HLTA) to deliver KS1 music to support the wider school curriculum and increase capacity of music delivery beyond the music lead/ specialist. Investigate covering PPA with specialist music teaching.</p> <p>Choir/ensemble – launch a KS2 choir.</p> <p>Whole school singing assemblies – provide a weekly whole school singing assembly using the Model Music Curriculum songs and listening suggestions.</p> <p>Performance opportunities – provide a range of performance opportunities for children in school and</p>

	<p><i>beyond for parents to attend: Harvest Festival, Winter Concerts, Summer Performances – for visiting music teachers’ students, choir and music ensemble only; class music assemblies for parents showcasing music curriculum music; Nativities and class/key stage productions.</i></p> <p>Musical engagement with feeder secondary schools – look for opportunities to work with feeder secondary schools for transition.</p> <p>Additional funding from hub/charities/fundraising – proactively try to find additional funding for music from the local music hub, local charities, and fundraising in school from performances.</p>
<p>5 – Communication activities</p>	<p><i>Write a communication plan, including information about how you’ll keep parents updated via the school website; how a leaflet might be produced to inform parents about the whole school music offering; how social media might be used. Click for an example from Lakeside Primary.</i></p>
<p>6 – Evaluation process for the success of the Music Development Plan</p>	<p><i>Half-termly meetings with headteacher to assess the progress of the programme; termly contact with the local music hub to give feedback and receive additional support on any difficulties encountered</i></p>
<p>7 – Transition work with local secondary schools</p>	<p><i>Email secondary school at the end of the first half-term for a conversation about transition arrangements for this academic year; have a summary document of all children currently having instrumental lessons, singing in choir, or attending ensembles ready for this meeting.</i></p>

8 – Budget materials and staffing	<i>Agree a budget with headteacher with details of funding for 1) curriculum music staff, 2) classroom instrumental teaching, 3) enrichment activities, 4) instruments/general resources wear and tear costs, 5) subscriptions to resources. Review of PPA time and how this could potentially be covered by music curriculum lessons. CPD and capacity planning – plan CPD for HLTAs and interested classroom teachers to increase specialist music provision (KS1 only).</i>
9 – Pupil Premium and SEND provision	<i>Update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision. SEND – with school's SENCo, review the access arrangements for SEN children within curriculum music lessons and beyond; review music curriculum with SENCo to consider special adjustments for children with additional needs.</i>
10 – Summary Action Plan	<i>See below.</i>

Target and clarification of this target	Actions to be taken
To increase the variety of music that children are exposed to.	BK to review the curriculum for listening and practicing, ensuring that children all listen to a different piece of music regularly and experience a variety of instruments.
To increase performing opportunities (whether virtually or live).	<p>Harvest assembly - all children to learn a harvest song.</p> <p>Mothers' Day</p> <p>Christmas performances for EYFS and Year1 and 2, either live or recorded.</p> <p>Years 3, 4, 5 and 6 'All the world...'</p>

To introduce music outings and visiting musicians.	PLs to review cultural capital/enrichment opportunities for increased musical presence.
To ensure that music is being taught throughout the school.	BK to support staff and encourage delivery of music using Charanga music scheme.
To develop a good system for assessing music.	BK to investigate best ways to record assessment by speaking to Oxfordshire Music service and other schools.
Introducing Music Week	BK to organise: -Visiting musicians/ Theatre group. -P4C Music -Music Quiz -Parents musicians involved – in person or video

Useful links

[The power of music to change lives: a national plan for music education](#)

[Building a musical culture in a primary school – the nuts and bolts for success](#)