



Music Development Plan 2024 - 2025

Priority 1: In the classroom:

This section focuses on the statutory requirements of music education, including the taught curriculum and curriculum progression routes across the key stages. It also includes consideration of the space and resources necessary to teach music effectively.

RATIONALE:

- a) To enable pupils to meet at least ARE at the end of each school year.
- b) To be equipped with the knowledge and skills to be expert learners in Music.
- c) To enable all (especially EAL, SEN, PP) learners to succeed.
- d) To make sure that effective, subject specific teaching methods and activities are used in all lessons and year groups.
- e) To ensure that clear curriculum progression allows growth of subject specific skills and knowledge in all year groups.
- f) Ensure all staff have a secure understanding of Music concepts.
- g) d. To make sure the Music curriculum is broken down into sequential components (is spiralled).

Success criteria:

1. By the end of the Early Years all children can explore, use and refine a variety of artistic effects to express their ideas and feelings, return to and build on their previous learning, refining ideas and developing their ability to represent them, create collaboratively, sharing ideas, resources and skills, listen attentively, move to and talk about music, expressing their feelings and responses, sing in a group or on their own, increasingly matching the pitch and following the melody, explore and engage in music making and dance, performing solo or in groups. • By the end of KS1, all children at ARE
2. By the end of KS1, all children at ARE can use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music, and experiment with, create, select and combine sounds using the inter-related dimensions of music.
3. By the end of KS2, all children at ARE can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, and develop an understanding of the history of music.
4. Music knowledge from previous years is revisited across the school. • Music skills are explicitly taught in every year group.

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Sequence of tasks	Personnel	Timescale	Resourcing	Commentary
1. Music delivery	All teachers & LP	All year round	Sing Up Scheme / Songs	<p>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum from EYC/EYFS to Year 6.</p> <p>Music is timetabled for at least one hour per week and follows the NC/MMC.</p> <p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e., concerts, live events)</p>
2. WCET	LP	Spring A	Ukulele	<p>Every year in Spring A term LP is delivering a WCET Ukulele provision to Year 3 with an end of term performance to parents and school staff.</p>
3. Progress	LP	Autumn 2024	Assessment through filming / documents Sing Up	<p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p>
4. Resources	LP All teachers	Sep 2024 – July 2025	Sing Up Scheme	<p>Making sure to follow the Sing Up scheme which always incorporate Warm Up's at the beginning of the lesson.</p>

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<p>Priority 2: Beyond the classroom the focus of this section is the provision beyond curriculum music, including co-curricular activities, individual and small group teaching, and performance opportunities.</p> <p>RATIONALE:</p> <ul style="list-style-type: none"> a. To make sure there are clubs in place (such as Ensemble and choir) to widen pupils skills. b. To ensure that every child has access to sign up to 1:1 instrumental lessons c. Ensure that there are enough performance opportunities and opportunities to watch live performances. 	<p>Success criteria</p> <ol style="list-style-type: none"> 1. Pupils show progress in accumulating singing skills. 2. There are opportunities to learn an instrument and for pupils to develop their instrument skills. 3. Music progression is shown throughout the school. 4. The school provides a school choir for children to attend to improve their singing skills. 5. There is an opportunity to join a school Ensemble to become better at playing an instrument and following the leaders' instructions. 6. There are plenty of performance opportunities happening throughout the year. 7. There are opportunities for all children to attend live music events and to watch musical performances 			
Sequence of tasks	Personnel	Timescale	Resourcing	Commentary
<p>1. Singing</p>	<p>All teachers & LP</p>	<p>All throughout the year</p>	<p>Sing Up & Songs</p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</p> <p>A full, long-term singing strategy is in place that ensures progression for all students.</p>
<p>2. One to one instrumental lessons</p>	<p>Somerset Music & Theo</p>	<p>All throughout the year</p>	<p>Theo & Somerset Music Academy</p>	<p>The school facilitates a wide variety of instrumental lessons which can be accessed by all students and take place throughout the school day with no barriers. Performance opportunities are available for the students having lessons. Practise spaces are in place for students to use. Students are signposted to musical groups e.g.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</p>

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3. Music progression	All teachers & LP	All throughout the year	Observation / Review	The music progression strategy is fully inclusive and accessible for all students.
4. Choir	LP	After school club all throughout the year	Songs	There is a school choir, led by a music specialist who rehearse weekly and practice healthy singing. The choir is accessible to all students and performs regularly in/out of school.
5. Ensemble	Somerset Music Academy	Lunchtime Club throughout the year	Ukulele	There is an ensemble, led by a music specialist who rehearse weekly and are aware of instrument specific issues. The ensemble is accessible to all students and performs regularly in/out of school.
6. Performance Opportunities	Teachers & LP	All throughout the year		Musical performance is a prominent part of school life. Every student has the opportunity to perform regularly in school and in the wider community/SFS. In-school musical events take place at least twice a term. Students are able to take leadership roles in musical opportunities.
7. Access to Live Music / Performances	Visitors & LP	Throughout the year	Book visitors and school trips away.	Some live performances are catered for at school/school visits. These are available to all students. External musicians visit school to perform. Students are given opportunities to see live performances outside school. All students are able to access these opportunities. The school is actively involved in regional, large scale events

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<p>Priority 3: Leadership and management the staffing and training of staff is included in this section, including subject leadership and strategic thinking. The School Music Development Plan is a key part of this section.</p> <p>RATIONALE:</p> <ol style="list-style-type: none"> 1. To ensure that subject leaders have a clear understanding of attainment across the school. 2. To enable subject leaders to identify the strengths and weaknesses in their subject. 	<p>Success criteria:</p> <ol style="list-style-type: none"> 1. There is a designated Music Specialist working in school. 2. A yearly Music Budget is in place and is reviewed yearly. 3. There is a designated subject leader in place. 4. An annual Music CPD training session is in place
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Sequence of tasks	Personnel	Timescale	Resourcing	Commentary
1. Music Specialist is working in the school.	LP	Part time (throughout the year)	LP	Consistent monitoring by a music specialist informs planning and training needs. Schemes of work are adapted accordingly.
2. Music Budget	DH, LT & LP	Throughout the year	DH	There is a significant music budget that is planned to support the delivery of music curriculum and to broaden the students musical experiences.
3. Subject Leader	LP	Throughout the year	LP	A named, trained subject lead is in post, who is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the NPME.
4. CPD	LP, external practitioners	Annual	LP	All staff receive annual training to maintain their confidence and build expertise

<p>Priority 4: Community Partnerships This section considers the role that music plays in the wider community, including how a music department can work in partnership with their Music hub and other stakeholders, including the wider music education sector.</p>	<p>Success criteria:</p> <ol style="list-style-type: none"> 1. There is a connection made between the local Music Hub and Manor Court Primary School. 2. Community performances are in place. 3. Parents are involved by attending class performances and helping at community events. 4. Pupils are informed by musical performance opportunities within the community. 			
Sequence of tasks	Personnel	Timescale	Resourcing	Commentary

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1. SFS	Music Hub	Throughout the year	Music Hub	The school takes up opportunities from SFS (the Music Hub) and signposts opportunities for students.
2. Community performances	LP, Teachers	Throughout the year	Community Connections	Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits. There is a co-ordinated programme of community events, planned in partnership.
3. Parents	LP, Teachers	Throughout the year		Parents and carers actively support music making, through support at events and through home learning. The views of pupils and parents have been considered when developing music provision.
4. Music Opportunities	LP, Teachers	Throughout the year	Events	The school actively signposts all students to music opportunities within the wider community/SFS and funds opportunities for them.
Priority 5: Action Plan				
These are areas we want to focus on over the next year.				
Sequence of tasks	Personnel	Timescale	Resourcing	Commentary
1. To ensure we have established a great connection to our local Music Hub	LP	Sep 2024 – July 2025		A good connection will be established with the local Music Hub

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<p>2. To ensure that all staff have completed an assessment data form for Music and that this is updated half-termly.</p>	<p>LP All teachers</p>	<p>Half Termly</p>	<p>Assessment sheet</p>	<p>Assessment to be done through observation through LP and all teachers.</p>
<p>3. To ensure each year group is allocated a different composer / artist which will be focused on throughout the year.</p>	<p>LP</p>	<p>Spring A – Summer B</p>	<p>Personal research about composer</p>	<p>Each year group will be allocated a different musical artist / composer which they will be focusing on throughout the year.</p>