Music Development Plan

St. Mary's C of E Primary School

Brixton

Trust/local authority: Devon LEA
Local music hub: Devon & Torbay
Music lead: Laura Kay

Music specialist (if applicable): N/A
Head of School: Adrian Clements

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Review date: July 2025

	Music Development Plan
1 – Overall objective/s	The school improvement priorities focus on: • Ensuring that subject leaders are continuing to develop the cross curricula approach, enabling children to make links in their learning, develop their own questions to help direct learning and to make progress in all areas of the curriculum through clear developments in their skills and knowledge alongside the improving subject leadership through an 'enquiry based' learning environment. • To ensure that there is an ethos that standards will rise in line with the school's focus on the broader curriculum and to ensure all children make at least good progress in lessons resulting in all children making at least good progress overall from their starting points. To ensure the most able children make good progress in all subjects, and to try to accelerate progress of children where potential to exceed prior target is identified. • To ensure that prior attainment analysis shows that more children attain greater depth levels compared to previous assessments in all year groups. • The curriculum develops beyond the academic, technical or vocational. It continues to develop and supports broader development, enabling children to develop and discover interests and talents and helps to prepare them for future success. • To ensure children are prepared for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society. To ensure that children can confidently discuss issues around equality including those groups that have protected characteristics. • To allow for many opportunities for pupils to improve their cultural understanding and therefore their cultural capital as citizens of the locality and the wider world.

2 – Key components	The key components that make up the music provision at St. Mary's CofE Primary School. • Music curriculum – taught predominantly by Charanga, focusing on performance, improvisation and composing - including use of music technology in higher year groups. • Classroom instrumental teaching – Year 3, 4, 5, 6 Violins – with whole class instrumental teacher. All year groups using glockenspiels during teaching of Charanga units • Progression from classroom instrumental teaching – children and families directed towards peripatetic teachers to consider further lessons. • Links with external music organisations and local hub. • Pupil Premium student engagement • CPD for all staff – staff meetings, offering help with any music questions and sending out useful resources to help make music teaching easier, more creative and less daunting for some. • Whole school singing weekly– worship songs linked into Christian Values and singing each term in preparation for a whole-school church services. • Performance opportunities – performing in school productions and to the wider community e.g. nursing homes
3 – Classroom instrumental teaching	• Reception percussion instruments with class teachers. Year 2,3,4,5,6 glockenspiels with class teacher. Year 3, 4, 5, 6 – Autumn Term – instrumental teacher to teach whole class instrumental lesson with various instruments. violin, xylophone, African drums • Students showing particular enjoyment or aptitude are directed to school peripatetic teachers and families have also been sent information about local groups/tuition in the local area to further interest and develop skill. • Lessons include all children and support is given by visiting music staff, class teachers or LSAs as necessary. Some who find the environment too overwhelming can use ear defenders or move to practise outside the classroom with an adult. Challenge and increased difficulty also provided when children show particular skill/talent.

	• All year groups have the opportunity to use school musical instruments when teaching the Charanga units.
4 – Implementation of key components	Consider how the key components listed above will be implemented (excluding classroom instrumental teaching). • All year groups are expected to timetable music regularly. This might be weekly for some or longer lessons fortnightly depending on timetable restraints. • Subject leaders complete monitoring actions and can see clear evidence of learning journeys through music units by Tapestry scrutinies and pupil conferencing. Tapestry looks are recorded formally and shared with SLT. • Songs linked to worship - this helps children learn about the values whilst engaging in regular group singing. • EYFS – Year 6 skill progression pathway is used to ensure coverage across the school and music units are on every year group's long-term plan.
5 – Communication activities	Peripatetic teachers: • We are investigating the involvement of RockSteady in school, bringing the children an opportunity to learn a variety of instruments; electric guitar, bass, keyboard, drums, vocals. And work as ensemble to learn and perform songs ranging from 70s- now. This will be available to all year groups and children of all abilities including SEND and PPG children.
6 – Evaluation process for the success of the Music Development Plan	• At the end of each academic year, a PRIMARY Schools Music Education Plan (SMEP) is completed. Doing this allows us to evaluate our music provision and focus on our main areas of development as a school: more performance opportunities and a larger range of peripatetic teaching (which we now have as of July 2024). • From September 2024 this became a PRIMARY Schools Music Development Plan (SMDP).
7 – Transition work with local secondary schools	• We currently don't have any transition work with local secondary schools, but this is something we will be looking to get involved with.

8 – Budget materials and staffing	• CPD will continue through staff meetings and communication when staff need further support or to share resource ideas. • Subject monitoring time and cover for class given to all subject leaders in our school. • Music budget £250 to cover Music Lead for subject monitoring and to replace any broken instruments/purchase new ones.
9 – Pupil Premium and SEND provision	• All children are given opportunities to access classroom music-making and adaptations are made as necessary to enable them to take part in learning and skill progression. Where adult support is needed, LSA or class teacher assistance will be provided. • AC (Head) to consider using funding to support PP children getting started with peripatetic lessons where appropriate and if requested by parents/carers.
10 – Summary Action Plan	• Action plan already written for our school based on Intent, Implement and Impact model. This focuses on our main school objectives above. This will be reviewed annually, as will the end-of-year PRIMARY Schools Music Development Plan (SMDP).

Useful links

The power of music to change lives: a national plan for music education

MT's national plan coverage

Building a musical culture in a primary school – the nuts and bolts for success