

NAME OF SCHOOL - Music Development Plan

Local authority: Coventry LEA

Local music hub: Coventry Music

Music lead:

Headteacher:

Date written: _____ 2024

Review date: _____ 2027 (OR WHEN SCHOOL POLICIES ARE USUALLY UPDATED ACCORDING TO SCHOOL CALENDARS)

	Music Development Plan
1 – Overall objective	<p>This needs to be how they want music to be embedded across the school:</p> <p><i>For example ...</i></p> <p><i>Music is embedded throughout our curriculum to enhance creative and performance opportunities for all young people with progression of skills from EYFS through to year 6 and beyond by following the guidelines as outlined in the Model Music Curriculum and the National Plan for Music 2023.</i></p> <p>How will this happen?</p> <p>Overall journey of musical learning – learning objectives?</p> <p>Experiences along the way? Opportunities to play instruments, sing, perform, read notation, listen to high quality music and compose?</p> <p>What are the final outcomes of musical knowledge by the end of year 6 going into year 7?</p>
2 – Key components	<p><i>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</i></p> <p>EYFS: In-class provision interwoven into school day incorporating the creative curriculum early learning goals</p> <p>Examples</p> <p><i>KS1 eg: follow Charanga Online Scheme</i></p> <p><i>KS2 eg: Whole Class Instrumental Tuition (WCIT) with a music tutor from a specialist provider</i></p> <p>Other ideas:</p> <ul style="list-style-type: none"> • Large performance opportunities through the singing festivals with Coventry Music or other recognised provider

	<ul style="list-style-type: none"> • Professional live performances in and out of school – through Coventry Music or other professional partnerships • Pupil Premium student engagement? • Instrumental lessons with music service, or other provider, with links to central groups at Drapers' Hall • KS2 choir up and running and continuing to grow and perform • Whole school singing assemblies? • Performance opportunities – big sing, choir, class assemblies, school productions • Musical engagement with feeder secondary schools? – year 6-7 transition projects, collaborations through music? • Additional funding from hub/charities/fundraising <p><i>WCIT lessons are subsidised by ACE through the music hub funding.</i></p>
3 – Classroom instrumental teaching	<p><i>Include details of the school's offer for each year group. How will students progress? Who will teach this? How will instruments be funded? How will lessons be inclusive? Where to next?</i></p> <p>Example of how to complete:</p> <ul style="list-style-type: none"> • EYFS – music is interwoven into whole day routine through songs for tidying up, activities, nursery rhymes, stories, sound-scapes • Year 1 – Following the Charanga scheme which focuses on listening, finding the pulse, singing, following basic scores and graphic images, using tuned and untuned classroom instruments • Year 2 – Following the Charanga scheme for warm-ups, games, listening activities, songs with input from specialist music tutor from Coventry Music or other company using voice as WCIT instrument, covering all the interrelated dimensions of music • Year 3 – 6: Following the Charanga scheme for warm-ups, games, listening activities, songs with input from specialist music tutor from Coventry Music using voice and violin as WCIT instrument, covering all the interrelated dimensions of music. • Coventry Music tutors time funded by school budget. • Progression measured in increased ability and confidence in playing, singing, composing and performing – ready for year 7 at secondary school on the pathway to qualifications.

4 – Implementation of key components	<p><i>Consider how the key components listed above will be implemented (excluding classroom instrumental teaching).</i></p> <p><i>For example, include a timetable of music across the school; attach documentation and assessment materials; write or insert a detailed description of the curriculum from EYFS-Year 6; include detail of music assemblies and a programme of performances; insert information about the school's song bank or which schemes/websites are used.</i></p> <p>For example:</p> <ul style="list-style-type: none"> • Match music activities to thematic curriculum, trips, topic days, etc • Music assemblies: live performances by visiting musicians or nearby secondary pupils, class performances, school ensembles/singing groups • Year Group productions: • Big Sing Performances – with Coventry Music at the Cathedral and Warwick Arts Centre or with other organisations such as Young Voices
5 – Communication activities	<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.</i></p> <p>For example:</p> <ul style="list-style-type: none"> • Through website • Social media – Facebook, Twitter, Instagram • Flyers and letters • Class Dojo? Home learning platforms? • Newsletters • Develop a timeline of communication throughout the year with opportunities for parents and carers involvement and engagement. • Also when engaging with community groups or other music providers for workshops and performances.

6 – Evaluation process for the success of the Music Development Plan	<p><i>Decide how you are going to track whether the plan is working. Include timeframes for progress meetings.</i></p> <p><i>Timeline of activities – tasks</i></p> <p>For example:</p> <ul style="list-style-type: none"> • Assessment of musical learning • Future plans with KPI's – timelines, goals and achievements, wishes, plans, ways to increase engagement • Introduction of instrumental tuition as development from initial music activities in class • Development of music groups and strengthening of choir • Year 6 to 7 transition – working with secondaries and their music teachers as a resource
7 – Transition work with local secondary schools	<p><i>Consider what you will do to maintain musical engagement from Year 6 to Year 7, including any communication you will make with local secondary schools.</i></p> <p>For example:</p> <ul style="list-style-type: none"> • Which secondaries? • What music courses to they offer? • Transition opportunities • Other collaborative projects with other schools • Neighbouring primaries, feeder secondaries, projects with Coventry Music, other partners and organisations. • Joint projects

8 – Budget materials and staffing	<p><i>Include details of budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used. Plan CPD.</i></p> <p>For Example:</p> <ul style="list-style-type: none"> • <i>Coventry Music Tutors or other provider or Music Hub partners</i> • <i>Payment for resources – classroom instruments, books, Charanga, other subscriptions</i> • <i>School production licenses</i> • <i>Big Sing projects – music hub, Young Voices, etc</i>
9 – Pupil Premium and SEND provision	<p><i>What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?</i></p> <p>For example:</p> <ul style="list-style-type: none"> • Looked After Children (LAC) music lessons – paid by the Virtual School through Coventry Music • SEND pupils supported in music lessons to take part at their level with their designated teaching assistant • Pupil premium accessed to facilitate extra-curricular music, live music performances, attendance at concerts and big singing events • Specially planned and resourced SEND lessons with a specialist

10 – Summary Action Plan	<p><i>Write a list of immediate actions – make them SMART (specific, measurable, achievable, relevant, time-bound).</i></p> <p>For example:</p> <ul style="list-style-type: none"> • CPD for staff to improve confidence in classroom music making – how often, when, who with? • Create skills development map across all year groups and key-stages – written in house or with help from an adviser? • Add musical activity across the thematic curriculum with links to music scheme used in school • Strategy for assessment across the school and for end of KS1, KS2 and transition and how this will be embedded
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Useful links

Ofsted Document - Striking the Right Note: <https://www.gov.uk/government/publications/subject-report-series-music/striking-the-right-note-the-music-subject-report>

Music Mark Article about the Ofsted Document: <https://www.musicmark.org.uk/news/ofsteds-new-music-subject-report/>

New National Plan for Music – June 2022 - [The power of music to change lives: a national plan for music education](#)

Model Music Curriculum -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf

Music Teacher Magazine Article: [Building a musical culture in a primary school – the nuts and bolts for success](#)