

Music Development Plan

Detail	Information
Academic year that the summary covers	2024-2025
Date this summary was published	June 2024
Date the summary will be reviewed	June 2025
Name of school music lead	Charlotte Dunn

1. In the classroom		
NPME features	What we do now	What we need to do to improve
Timetable high quality weekly music lessons for KS1 and KS2 (at least 1 hour per week)	<p>Class teachers deliver weekly music lessons following the Charanga curriculum as a base in Years 1 to 6. The curriculum meets the requirements of the Model Music Curriculum. Lessons are between 40 mins and 1 hour each week.</p> <p>The curriculum is planned in sequences to allow children to review, remember, apply and deepen their understanding of the knowledge and skills. Teachers can plan lessons to be inclusive of all learners.</p> <p>In Early Years, music is delivered through holistic practice as an integral part of the EYFS curriculum. Music is planned across the four musical areas: Hearing and Listening, Moving and Dancing, Vocalising and Singing, Exploring and Playing. In KS1 pupils develop a love of music through practical lessons: working on listening, creating and playing music.</p> <p>In KS2, Years 3, 4 and 5 children complete a 1 term instrument tuition course delivered by a Music Partnership North tutor. Years 3 and 4 learn Samba drumming and Year 5 learn the tenor horn. Lessons also include elements of listening, analysis and notation.</p>	<ul style="list-style-type: none"> • Develop a 'Listening Curriculum' informed by the MMC to promote regular listening to a wide range of musicians from a variety of musical genres and periods of time. • Work to develop the subject content relating more specifically to Music Technology. Music Lead to review current provision, seek advice from DMS staff and use links with our secondary school partner to support class teachers. Investigate software that could be used in class to support teaching. • Work with the EYFS lead to review and develop the EYFS curriculum to be informed by the Charanga scheme, to further support progression to KS1.
Provide access to lessons across a range of instruments and voice	<p>Throughout the curriculum children learn to explore, play and create with a wide range of tuned and un-tuned percussion. In EYFS, children use a range of un-tuned percussion instruments, reading numeric notation to play ensemble pieces.</p> <p>In KS1 children explore tuned and un-tuned percussion within their units of work, and access ocarinas in Year 2. This continues in KS2, with pupils writing and reading notation to play a range of percussive instruments. In Year 5 children learn to play the tenor horn. Children in all year groups have regular opportunities to sing in music lessons and to develop their skills in solo and ensemble singing including singing in rounds and two-part harmony.</p>	<ul style="list-style-type: none"> • Review progression in instrument tuition within the curriculum and outline a clear pathway for the range of instruments children are exposed to from KS1 to KS2. • Ensure all teachers are aware of the strategies to teach singing and use vocal warmups.
2. Beyond the classroom		
NPME features	What we do now	What we need to do to improve
Provide access to tuition across a range of instruments and voices	<p>Through tuition provided by MPS tutors, children are offered extra-curricular lessons in brass instruments. Pupils can work towards ABRSM exams. Singing and vocal work is well established in school with regular singing in school assemblies, liturgical celebrations and Masses.</p>	<ul style="list-style-type: none"> • Increase the uptake of instrumental tuition, particularly with underrepresented groups of pupils. Raise awareness of financial support for tuition. • Look into other types of music tuition available to inspire those who may not want to learn brass. • Develop whole school singing with more regular singing sessions to rehearse and improve ensemble singing.
3. Leadership and management		
NPME features	What we do now	What we need to do to improve
Music Lead is in place	<p>We have a Music Lead in place who oversees the planning of the music curriculum and extra-curricular music activities. The Music Lead liaises with DMS to organise music tuition.</p>	<ul style="list-style-type: none"> • Music Lead to access further training to update skills base considering MMC and guidelines of NPME.

		<ul style="list-style-type: none"> • Music Lead to carry out pupil voice and learning walks to get overview of current provision to inform development.
Staff have access to CPD where needed to enable curriculum to be delivered effectively and by those with subject knowledge	Staff have received support in school from the Music Lead and follow the Charanga curriculum which has CPD videos for lessons and all units to assist teachers	<ul style="list-style-type: none"> • Explore the range of free CPD provided by DMS to provide additional training to non-specialist staff.
4. Community and Partnerships		
NPME features	What we do now	What we need to do to improve
Provide opportunities for children to enjoy live music performance at least once per year	We do not currently have the opportunity to experience a live music performance.	<ul style="list-style-type: none"> • Explore opportunities to engage with other musical ensembles in the area.
Participate in community music events	In the past, KS2 choir have participated in the local Christmas Fair, singing at the lights switch-on and at the local library. In addition, we visit a local care home and sing to the residents.	<ul style="list-style-type: none"> • Increase opportunities for pupils to participate in local Music events (Music Lead to contact DMS for further details).
Communicate opportunities for children to participate in external musical events (e.g. choirs/ensembles)	We communicate with our parents via email, website and social media to inform them of opportunities for our school children to participate in a range of extra-curricular activities.	<ul style="list-style-type: none"> • Continue to liaise with parents about music opportunities both in and out of school. Promote drumming, horn and music assemblies well in advance via social media.

Key priority areas for development		
Area for development	Action	Date for completion
1. Develop listening curriculum	CD to use MMC to develop weekly musicians/composers to use in class (whole-school) during music lessons	September 2024
2. Staff CPD	CD to liaise with DMS to access relevant CPD opportunities for teaching staff	Summer 2025
3. Develop school choir to increase membership and repertoire	CD to Introduce after school choir (half termly)	Ongoing
4. Increase number of pupils engaging in instrument tuition.	Advertising to parents; information given in whole school assemblies.	Summer 2025
5. Use of pupil voice, learning walks to inform development targets	CD to carry these out in advance of autumn term to inform planning/CPD	Summer 2024