

## Music Development Plan

School: St Peter's VC Primary

Trust/local authority: St Cuthbert's

Music lead: Emily Brooksbank ( Erin Tudor shadowing)

Headteacher: Andrew Krlic

Date written:18.09.24

Review date:18.09.25

	<b>Music Development Plan</b>
<b>1 – Overall objective</b>	<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. This will include an 'all year round' programme of performance in school and out of school, making St Peter's school a leading light in music education within the local community, town of Scarborough and beyond. This will also maximise cultural capital for all our children, their overall wellbeing and confidence, while creating a supportive community of music making.</p>
<b>2 – Key components</b>	<p><i>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</i></p> <p><i>Classroom instrumental teaching</i></p> <p><i>Progression from classroom instrumental teaching</i></p> <p><i>Visiting music teachers - Piano</i></p> <p><i>Succession planning and CPD</i></p> <p><i>Whole school singing assemblies every 2 weeks</i></p> <p><i>Performance opportunities during worships</i></p>
<b>3 – Classroom instrumental teaching</b>	<p><i>Children will learn to use a glockenspiel and recorder(KS2) using the Charanga curriculum that will be delivered by teaching staff and HLTAs.</i></p> <p><i>Children have the opportunity to take up Piano on a one-to-one basis or in small groups with a visiting music teacher.</i></p> <p><i>I will provide a leaflet for first strings group run at the local music service within the second term after the whole class provision.</i></p>

**4 – Implementation of key components**

*Consider how the key components listed above will be implemented (excluding classroom instrumental teaching).*

*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.*

*NB: This would be filled out in more detail, perhaps with documents attached.*

**Music curriculum** – EYFS, KS1, KS2, SEND. Listening curriculum and school song bank (see Charanga and Trust drive for worship songs)

**Classroom instrumental teaching** – see box above.

**Progression from classroom instrumental teaching** – Pupil progress will be track and all children will given information about how to get involved in music lesson outside of school.

**Visiting music teachers** – Wider Opportunities will be invited to come back into school and other musician from the local music hub will be asked to do assemblies.

**Links with external music organisations** – Contact with local music hub will be made to help increase opportunities for music.

**Succession planning and CPD** – All staff to have training from Music lead and CPD form Charanga to support teaching. Investigate KS2 classes having opportunities to take part in Wider Opportunities to boost musical abilities.

**Whole school singing assemblies** – We provide a biweekly whole school singing assembly using the song bank from the trust.

**Performance opportunities** – we provide a range of performance opportunities for children in school and beyond for parents to attend such as: Harvest assembly, Carol Concert, class music assemblies for parents showcasing music curriculum music, nativities and class productions.

	<p><b>Musical engagement with feeder secondary schools –</b>  We will look for opportunities to work with feeder secondary schools for transition.</p>
<p><b>5 – Communication activities</b></p>	<p><i>Add information about music provision across the school to the website and produce a parent leaflet.</i></p>
<p><b>6 – Evaluation process for the success of the Music Development Plan</b></p>	<p><i>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><b>7 – Transition work with local secondary schools</b></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.</i></p>

<b>8 – Budget materials and staffing</b>	<p><i>CPD and capacity planning – plan CPD for HLTAs and interested classroom teachers to increase specialist music provision.</i></p> <p><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.</i></p>
<b>9 – Pupil Premium and SEND provision</b>	<p><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.</i></p> <p><i>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></p>
<b>10 – Summary Action Plan</b>	<p><i>Email feeder secondary schools by end of first half term.</i></p> <ul style="list-style-type: none"> <li>• <i>Contact local hub to ask about music teachers and Wider Ops</i></li> <li>• <i>Email headteacher to arrange meeting to discuss budgets in the next month.</i></li> <li>• <i>Research CPD and book for next term.</i></li> </ul>

### **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](#)