

Music Development Plan template for primary schools

School: Burford Primary and Nursery School

Local music hub: Nottinghamshire

Music lead: Alice Bamford

Music specialist (if applicable): N/A

Headteacher: Lisa Lister

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1 – Overall objective/ vision	<i>State the overall vision & objective for music provision in your school. Step back and look at the bigger picture and spend some time reflecting on your current position and thinking about where you see your department in the future.</i> ○ Consistently use the Kapow scheme of learning to teach meaningful and effective lessons. ○ Children should learn and explore a diverse range of music from a diverse range of musicians. ○ Children will have opportunities to learn to play musical instruments, join our glee club, have opportunities of live performances to both watch and participate in. ○ Use music as a way to maximise cultural capital. ○ Improve the confidence of children at school.
2 – Key components	List the key components that will make up the music provision in your school. The list below is an example and should be adapted for your school. ○ 1 hour of music taught per week. ○ Strings lessons provided for Year 4 (whole class) and Year 5 and 6 (for those who want to continue learning) ○ Glee Club ○ Performance opportunities each half term for children
3 – Classroom instrumental teaching	<i>Include details of the school's offer for each year group. How will pupils progress? Who will teach this? How will instruments be funded? How will lessons be inclusive? Where to next?</i> Instrument teaching taught by class teachers. Instruments are either bought by school or provided for by our music hub. Year 4, 5 and 6 have the opportunities to learn stringed instruments taught by a teacher from our music hub. Instruments provided by the music hub. Lessons are inclusive as they can be taught whole class. Pupils will build upon taught skills throughout the years throughout lessons using the Kapow progression map. EYFS and KS1 to use untuned instruments and KS2 to use tuned instruments <u>EYFS –</u> ○ Exploring ways of making different sounds with everyday objects. ○ Explore different ways of holding instruments

- Starting to show a preference for a dominant hand when playing instruments
- Uses instruments expressively to music
- Use instruments to being following a beat with guidance.

Year 1

- Experimenting with creating different sounds using a single instrument
- Experimenting with creating loud, soft, high and low sounds
- Selecting objects and/or instruments to create sounds to represents a given idea or character
- Playing and combining sounds under the direction of a leader

Year 2

- Experimenting with adapting rhythmic patterns by changing either the dynamics tempo or instrument.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character
- Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time

Year 3

- Composing a piece of music in a given style with voices and instruments
- Beginning to improvise musically within a given style using their voice
- Suggesting and implementing improvements to their own work using musical vocabulary
- Combining melodies and rhythms to compose a multi-layered composition in a given style

Year 4

- Composing a coherent piece of music in a given style with voices, bodies and instruments
- Beginning to improvise musically within a given style using an instrument
- Developing melodies using rhythmic variation, transposition, inversion and looping
- Creating a piece of music with at least four different layers and a clear structure

Year 5

- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments
- Improvising coherently within a given style
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence
- Suggesting and demonstrating improvements to own and others work
- Combining rhythmic patterns into a mutli-layered composition using all the inter-related dimensions of music to add musical interest

Year 6

- Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments
- Improvising coherently and creatively within a given style, incorporating given features
- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture
- Constructively critique their own and others' work using musical vocabulary

	○ Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure
4 – Implementation of key components	<i>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.</i> Progression Map: P Standard-Music-Progression-of-KSAV-A4 KP-19-.08.24 (1).pdf Glee club to attend transform choir each year and perform at Christmas time. Strings lessons taught by our music hub. EYFS nativity performance. Looking at other places in the community that EYFS and KS1 can perform at KS1 christmas carols in our local community Live performances through M and M productions to be a yearly experience for children Year 4 children to do an end of year performance for parents to showcase strings
5 – Communication activities	<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. Click for an example from Lakeside Primary.</i> <i>Add information about music provision across the school and beyond to the website and produce a parent leaflet.</i> Communication with parents will happen via dojo and our school website. The music progression map and curriculum will be uploaded onto the school's website. Other information about trips / opportunities will be posted on Dojo. WOW moments will be uploaded to our school's twitter page by the school council.

6 – Evaluation process for the success of the Music Development Plan	<i>Decide how you are going to track whether the plan is working. Include timeframes for progress meetings.</i> Music lead to observe music lessons by Autumn 2 to see how well Kapow has been implemented and is being taught. Termly observations to take place to see the progression of music throughout the year. Asking teachers to upload videos onto the shared staff drive of end of half term learning as a performance.
7 – Transition work with local secondary schools	<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> <i>Make contact with local secondary schools (Music Hub can help create links) for a conversation about transition arrangements for this academic year; have a summary document of all children currently having instrumental lessons, singing in choir, or attending ensembles ready for this meeting.... Also liaise with Secondary school HOD re; Y7 expected level of musical knowledge and understanding</i> Contact local secondary schools to see if they can come and hold any lessons after SATS for support with transition.
8 – Budget materials and staffing	<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> Paid for strings lessons using music budget and pay for KAPOW.

9 – Pupil Premium and SEND provision	<i>What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music? E.g. using PPG to fund instrumental/ vocal tuition</i> Speak to pupil premium lead about aiming for 1-1 music tuition and how this could be paid for if children want to join in to these lessons how we could help them fund that. Speak with SENCO about implementing Kapow into the weekly timetable within the shared area. <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> <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>
10 – Summary Action Plan	<i>Write a list of immediate actions – make them SMART (specific, measurable, achievable, relevant, time-bound).</i> <i>• Contact local hub to for support - ask about instrumental teachers</i> <i>• Contact headteacher to arrange meeting to discuss budgets in the next month.</i> <i>• Research CPD and book for next term.</i> <i>• Organise first singing assembly using Sing Up resources for this half-term.</i> Speak with other schools regarding assessment and tracking as a music lead. Look for 1-1 music tuition for guitar teaching, looking into teachers through music hub and how much cost. Add performances into the school diary so teachers can contact parents to organise these.

With thanks

This template was written by Karen Marshall for Music Teacher Magazine.

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](#)

