

## Draft Music Development Plan

School: St Catherine's C of E Primary School

Trust/local authority: An Daras Multi Academy Trust

Local music hub: ASONE

Music lead: Sally Powell

Executive Headteacher: Louise Hussey

Date written: April 2023

Review date: January 2024

|                              | <b>Music Development Plan</b>  |
|------------------------------|--|
| <b>1 – Overall objective</b> | Pupils leave St Catherine's Primary School having developed a love of music and an understanding of how to make music. Pupils develop a lifelong love of music. They are given the opportunities to experience a high-quality range of recorded and live music and learn to play a range of instruments, including the voice, with increasing skill and confidence.  |
| <b>2 – Key components</b>    | <ul style="list-style-type: none"><li>• Thorough curriculum coverage through long term, whole school planning</li><li>• Use of music technology (part of development plan to improve in school provision)</li><li>• Singing as a school focus, bringing the joy and enjoyment of music and singing to all children, wherever possible</li><li>• EYFS using carefully considered activities and continuous provision to meet key creative learning objectives and developmental goals</li><li>• End of KS1 First access teaching focused on ensuring pupils are ready for the musical challenges of KS2</li><li>• Provision which respects the needs and wishes of SEND pupils</li><li>• Strong links with ASONE Hub which enhance and extend provision and opportunities</li><li>• Performance opportunities for whole school, individual classes, focus groups such as choirs and solo opportunities where appropriate</li><li>• Listening and appraising musical genres in class teaching and whole class opportunities</li><li>• Small group and individual instrument lessons (piano, keyboard, strings and guitar currently available in school) provided by specialist peripatetic teachers</li><li>• Access to a continually improving range of music instruments – both tuned and percussion</li><li>• Developing opportunities to listen to professional performances and discuss their own opinions and ideas about pieces of music across different genres.</li><li>• Using the New Model Curriculum resources in Charanga to support music teaching development and ensure curriculum coverage</li></ul> |

|   |   |
|---|---|
| <b>3 – Classroom instrumental teaching</b>                                  | <ul style="list-style-type: none"> <li>• Offer to pupils of a term of music lessons delivered by specialist music teachers at least once through their primary progression.</li> <li>• Composition opportunities as part of Charanga scheme of work and where possible, working with outside agencies such as Cornwall Music practitioners.</li> <li>• Percussion and tuned instrument skill development</li> <li>• Teacher Charanga training offered regularly and included in whole school training</li> </ul>  |
| <b>4 – Implementation of key components</b>                                 | <ul style="list-style-type: none"> <li>• School has a rolling programme of themes and songs covered as outlined in Charanga's New Model Curriculum</li> <li>• Skills progression framework from EYFS-Y6</li> <li>• Assessment is conducted by recording audio/video at the beginning and end of each unit with notes about any particular successes, pupils and areas to develop.</li> <li>• Weekly singing assemblies prepare pupils to perform for parents in half termly celebration assemblies</li> <li>• Themed music played during weekly assemblies</li> </ul> |
| <b>5 – Communication of activities</b>                                      | <ul style="list-style-type: none"> <li>• Parents informed of opportunities via school newsletter and Class Dojo</li> <li>• Performances shared with parents in person or via Class Dojo where appropriate</li> <li>• Music lesson videos regularly shared with parents throughout units</li> <li>• Music plan and skills progression available on the school website</li> </ul>   |
| <b>6 – Evaluation process for the success of the Music Development Plan</b> | <ul style="list-style-type: none"> <li>• Half termly review of school plan and wider musical opportunities by subject lead</li> <li>• Monthly completion of subject monitoring documentation by subject lead</li> <li>• Termly lesson observations carried out by Subject lead – including teaching observations, assessment evidence and pupil voice</li> <li>• Improvements outlined in the action planning section of this music development plan and to be reviewed in January 2024.</li> </ul>   |
| <b>7 – Transition work with local secondary schools</b>                     | <ul style="list-style-type: none"> <li>• Via ASONE Hub link with Launceston College – providing music transition days and potential for wider range of musical events which support transition</li> </ul>   |
| <b>8 – Budget materials and staffing</b>                                    | <ul style="list-style-type: none"> <li>• Annual subscription to Charanga (ASONE funding)</li> <li>• Visiting music teachers cost if outside of First Access</li> <li>• Songfest entry fee - £25 annually</li> <li>• CPD – free through Charanga</li> <li>• Cost of visiting musicians (potentially shared across trust)</li> <li>• PPG funding of peripatetic teaching</li> <li>• Subject leader release time for monitoring and review</li> </ul>  |
| <b>9 – Pupil Premium and SEND provision</b>                                 | <ul style="list-style-type: none"> <li>• Quality first teaching for all pupils.</li> <li>• Subsidies available for pupil premium pupils who engage with 1:1 music lessons via ASONE Hub</li> <li>• SEND pupils have opportunities to play adapted instruments where necessary and with support where required.</li> </ul>   |
| <b>10 – Summary Action Plan</b>   | <p>See attached.</p>  |

| Explaining Context (rationale/evidence)  | Achieving Clarity (defining priority and time frame)   | Achieving Consistency (actions delivering consistency)  | Achieving Capacity (tasks/costs/resources/training/personnel delivering capacity)  | Expected Outcome/Impact (define success/KPIs/pupil achievement)   |
|--|--|---|--|---|
| <b>Short term – from September 2023</b>  |  |   |  |   |
| Develop access for pupils to visiting musicians  | By Dec 2023 the first visit to all classes to be completed   | Making wider community links to offer termly visits (classes and whole school assemblies)   | <ul style="list-style-type: none"> <li>▪ Costed at approximately £150 for initial visit</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Pupils to have an inspirational and exciting experience of musical performance tailored to their age and stage of development</li> </ul> |
| Improve access to a wider range of musical instruments and ensure wider range part of school LTP for music                     | By Sept 2023 new LTP in place detailing KS1/KS2 range of instruments linked to charanga unit   | Liaise with Trust Music Lead to ensure curriculum coverage and intent is strong   | <ul style="list-style-type: none"> <li>▪ Instrument hire per term £35-&amp;70</li> <li>▪ Invest in several whole class sets of handbells/chimes and boom whackers (cost TBC)</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Pupils to experience whole class teaching and performance with a wider range of musical instruments</li> </ul>                           |
| Develop brass instrument teaching opportunities for pupils   | By Dec 2023 investigation completed into local, available peripatetic brass instrument teachers and opportunity advertised across the school | Using links with CMT and Asone to identify practitioners  | <ul style="list-style-type: none"> <li>▪ Potential cost for PPG pupils (costs TBC)</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Pupils to have access to brass instrument teaching (currently have piano, keyboard, strings and guitar in place in school)</li> </ul>    |
| Pupils have the opportunity to perform to peers and/or parents at least once a term  | Pupils will perform to peers and/or parents in school assemblies, seasonal performances, extra-curricular performances etc.                  | All pupils across the school will have been afforded the opportunity to sing or play an instrument to an audience at least once per term. | <ul style="list-style-type: none"> <li>▪ Ensure opportunities to perform are mapped out, e.g. class assemblies, seasonal performances, post First Access performances etc.</li> <li>▪ Space is allocated for rehearsal/ performance time.</li> </ul> | Pupils performances show increasing confidence.   |
| Singing in whole school assemblies and collected worship is planned to ensure that pupils experience a range of musical genres | By Spring Term 2023-24 a song plan/list to be in place to ensure that pupils experience a range of genres and mood in singing opportunities  | Link to suggested musical genres in The New Model Curriculum  | <ul style="list-style-type: none"> <li>▪ Subject leader time costed to complete this task as part of subject leadership</li> </ul>   | Pupils have access to a wide range of musical genre and mood in the opportunities they have to sing together  |

| Medium to long term – from September 2024   |   |  |   |   |
|---|---|--|---|---|
| All pupils have access to a specialist music teacher including peripatetic music teaching                             | Schools have planned in regular opportunities for pupils to have lessons with a specialist music teacher so that all pupils have had the opportunity to learn an instrument for a term. | Rolling programme for music and knowledge and skills organiser clearly demonstrates when all pupils will be taught each theme musical instruments by peripatetic teacher | <ul style="list-style-type: none"> <li>▪ Planned in access to music teachers funded by First Access.</li> <li>▪ Shared resources across the Trust.</li> </ul>   | Pupils have experience of specialist music teaching and opportunity to learn an instrument.   |
| Offer pupils the opportunity to widen the impact of their peripatetic teaching by playing in informal group ensembles | By September 2024 the first active, regular ensemble to be in place.  | Liaise with Trust Music Leader for advice and specialist support   | <ul style="list-style-type: none"> <li>▪ Music lead to consider how best to run this – potential cost if staffing an after school or lunchtime club</li> </ul>  | Pupils learning an instrument or interested in singing or percussion will have the opportunity to play in an informal group ensemble. |
| Pupils have the opportunity to enjoy a live performance at least once a year  | All pupils, by the end of their primary education will have experiences a live music performance.   | Events will be planned for the school and trust to experience live music   | <ul style="list-style-type: none"> <li>▪ Money allocated for pupils to visit a live music event, musician to visit the school, or a live music event for the trust.</li> </ul>                              | Enrichment opportunity for pupils to experience live music.   |
| Knowledge and skills progression restructured to make clear rhythm and notation.                                      | Charanga is supplemented by peripatetic teaching and model music curriculum, so skills are built on in specific year groups.  | Regularly visit lessons and check recordings to show progression of skills.  | <ul style="list-style-type: none"> <li>▪ Release time of staff to restructure curriculum.</li> <li>▪ Costs of peripatetic music teachers (to be confirmed).</li> <li>▪ Subscription to Charanga.</li> </ul> | Raised pupil attainment and progress.<br>Greater knowledge and confidence in teachers   |
| Improving the use of music technology across the primary range in the school  | Audit current capacity and staff knowledge by Sept 2024 and update this plan with agreed actions from this audit  | Ensure that composition in enhanced with a range of musical technology   | <ul style="list-style-type: none"> <li>▪ Possible school investment in recording devices or I pad software</li> </ul>   | Pupils become skilled in using a range of musical technology to compose and record their compositions                                 |