

## Music Development Plan

School: North Petherwin and Werrington

Trust/local authority: An Daras Multi Academy Trust

Local music hub: ASONE

Music lead: J Phillpotts

Headteacher: J Phillpotts

Date written: January 2024

Review date: January 2026

	<b>Music Development Plan</b>
<b>1 – Overall objective</b>	<i>Pupils leave North Petherwin and Werrington having developed a love of music and an understanding of how to make music.</i> <b>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>
<b>2 – Key components</b>	<i>List the key components that will make up the music provision in your school:</i>  <i>Music curriculum, including use of music technology, singing and instrumental teaching – EYFS, KS1, KS2, SEND</i> <i>Visiting 1:1 music teachers</i> <i>Links with ASONE Hub</i> <i>Performance opportunities for school choir</i> <i>Whole school singing assemblies</i> <i>Performance opportunities in assemblies in front of parents</i> <i>Listening and appraising in assemblies</i>
<b>3 – Classroom instrumental teaching</b>	<i>Offer to pupils of music teachers at least twice through their primary progression.</i>

<b>4 – Implementation of key components</b>	<p><i>School has a rolling programme of themes and songs covered;</i></p> <p><i>Knowledge and skills organiser from EYFS-Y6</i></p> <p><i>Assessment is conducted by recording audio/video at the beginning, mid-point and end of each unit with notes about any particular successes, pupils and areas to develop.</i></p> <p><i>Weekly singing assemblies prepare pupils to perform for parents in half termly celebration assemblies</i></p> <p><i>Themed music played during weekly assemblies</i></p>
<b>5 – Communication activities</b>	<p><i>Parents informed of opportunities via school newsletter.</i></p> <p><i>Photos and recordings of children's performances available to parents using social media where possible.</i></p>
<b>6 – Evaluation process for the success of the Music Development Plan</b>	<p><i>Half termly review school plan- what is working? What are our successes? What needs more support? Where is the support available from? What changes need making?</i></p>
<b>7 – Transition work with local secondary schools</b>	<p><i>At current, no musical links with secondary schools – to be explored</i></p>
<b>8 – Budget materials and staffing</b>	<p><i>Annual subscription to Charanga.</i></p> <p><i>Visiting music teachers cost £xxx</i></p> <p><i>Songfest entry fee - £25 annually</i></p> <p><i>CPD – free through Charanga</i></p> <p><i>Cost of visiting musicians (potentially shared across trust)</i></p>
<b>9 – Pupil Premium and SEND provision</b>	<p><i>Quality first teaching for all pupils.</i></p> <p><i>Subsidies available for pupil premium pupils who engage with 1:1 music lessons.</i></p> <p><i>SEND pupils have opportunities to play adapted instruments where necessary.</i></p>
<b>10 – Summary Action Plan</b>	<p><i>See attached.</i></p>

<b>Explaining Context</b> (rationale/evidence)	<b>Achieving Clarity</b> (defining priority and time frame)	<b>Achieving Consistency</b> (actions delivering consistency)	<b>Achieving Capacity</b> (tasks/costs/resources/training/personnel delivering capacity)	<b>Expected Outcome/Impact</b> (define success/KPIs/pupil achievement)
<b>Short term – from September 2023</b>				
Schools have a clear understanding of their current provision and vision for their areas for development	By September 2023, all schools have an individualised Music Development Plan detailing their intent in music teaching on their website	Schools will have attended music development planning days with OS to ensure consistency of development plans	<ul style="list-style-type: none"> <li>Music leaders within school will attend planning day</li> <li>Music leaders will require time to write school Music Development Plans.</li> <li>Further tasks, costs etc will be dependent on the contents of each individualised plan.</li> </ul>	Schools will have written individualised development plans demonstrating their intent in music.
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 a 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.
<b>Medium to long term – from September 2024 – January 2026</b>				
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.
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 experienced 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. Greater knowledge and confidence in teachers
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