

St Matthew's CE Primary Stretton

Music Development Plan

Your vision for music in your school	<i>The overall vision for music provision in your school</i>	VISION: At Stretton St Matthew’s, music is a highlight valued and integral part of school life. We provide a high-quality music education which enables children to develop a love of music whilst increasing self- confidence, creativity and a sense of achievement. Our aim is to encourage and provide a music education which inspires pupils and nurtures their talent as musicians. We feel that music is one of the most powerful and unique forms of communication that can change and impact the way that children think, feel and act and we strongly believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage this musical development across the school. Through our whole school scheme (Charanga) we ensure that our music lessons are both inclusive and interactive so that children are both engaged and inspired within lessons. Our music curriculum aims to ensure that all children are provided with fun, practical and inspiring experiences so that they can enjoy all aspects of music which makes learning music an enjoyable experience for all and we encourage participation in a variety of musical experiences through which we aim to build up the confidence of all children. Children are given the opportunity to perform, listen to, review and evaluate music across a range of periods, genres, styles and traditions. They learn to use their voices to create and compose music throughout school. Pupils are actively encouraged, and all given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with visiting music specialists. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, understand how it is made, played, appreciated and analysed. Playing various instruments enables children to use a range of methods to create notes and how to read basic music notation. They also learn how to compose, focusing on different dimensions of music which in turn feeds their understanding when listening, playing or analysing music.		
Area	Category	Where we want to be?	How	
			Actions	Timeline

Curriculum	Curriculum design	Ensure that the curriculum is well planned and that there is clear progression through school. Ensure Charanga expectations are clear and that music specialists objectives are clearly laid out.	Communicate music vision to staff Ensure that pupils have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages. Access to lessons across a range of instruments, and voice	Throughout the year	Complete audit and action any advice and feedback, liaise with CDAT lead teacher Liaise with CDAT Music lead (Music Spine) Liaise with music specialists
	Assessment -	The school use teacher assessment at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress.	Use a variety of methods to track pupil progress, including video, audio and written, at planned points throughout the year	Spring term	Create a document on vocabulary to use when giving feedback / key comments.

		There are opportunities for self and peer-assessment planned into all music lessons. Ensure that there is a uniform method of tracked assessment applicable to all pupils through school.	Provide opportunities for peer and self-assessment during all music lessons		
	Timetabling - include a timetable of music across the school	Continuation of whole class instrumental lessons via large group, small group or 1-1 tuition is scheduled for within the school day. Music is taught weekly in all classes following a scheme and through music specialists- ensure this continues.	Timetabled curriculum music of at least one hour each week of the school year Ensure all pupils participate in a weekly singing assembly lead by a specialist A termly school performance for all classes	Weekly through the year.	Music Lead to monitor music lessons and that end of term concerts are occurring. Music lead to organise school performances / assemblies
Tuition and Ensembles	Instrumental and vocal tuition	The school provides 1-1 and small group tuition covering all instrumental families – this may	Play a proactive role in identifying children who could benefit from one-to-one or small-group instrumental or vocal tuition, over and above their	Throughout year	Music lead to invite outside music agencies in to complete workshops

		be through engaging with an outside agency. School regularly engages and plans with music specialists teachers allowing for a consistent approach to music provision.	classroom experience, regardless of their personal circumstances A school choir and/or vocal ensemble Space for rehearsals and individual practice		with children and promote their 1:1 sessions Music lead to find appropriate space for children to play instruments
	Whole Class Instrumental	Whole class instrumental lessons are timetabled for an hour per week in addition to an hour per week for curriculum music delivery.	Audit current resources and purchase as necessary to ensure pupils have access to a range of instruments, including whole class sets Provide ongoing feedback to pupils that improves pupils' music making	Spring Term	Music lead to have a list of resources and order new sets of instruments, if needed. Create examples for teachers to use in lessons Create a document on vocabulary to use when giving feedback / key comments.
	Instrumental Ensemble Provisions	The school provides an instrumental or music technology ensemble throughout the year. The school provides the opportunity for a termly school performance.	School to continue to ensure that pupils perform together.	Throughout the year	Ensure performances are planned ahead of time and put in the diary.

Singing	Singing assemblies	There is one or more weekly singing assembly for all pupils lead by a specialist.	Create opportunities for the ensemble to perform to parents or peers A school choir and/or vocal ensemble – lead singing. A school ensemble/band/group – play in assemblies.	Throughout year - weekly	Music lead to choose songs appropriate for worship theme. Incorporate familiar songs (previously taught in singing worship) to be part of other assemblies, class worships etc. Music lead to organise choir / bands to play during assemblies (when children enter or leave the hall)
	Choirs / Vocal Ensembles	Singing group already set up within school- this to continue.	Participate in Young Voices (2024/25) Create opportunities for the ensemble to perform to parents or peers	Throughout year – each term. Young voices- spring term.	Offer new opportunities for groups of children to perform in a wider range of environments/venues.
Leadership - role of music in school life and other	Leadership and advocacy	A named governor takes responsibility for monitoring music (arts); as a result, music is an integral part of daily school life.	Be in regular contact with music governor.	Throughout the year – termly.	Ensure Music lead knows who is the music governor and they are in regular contact.

opportunities			Monitor music on regular basis (learning walks)		Share expectations of music curriculum.
	Value of Music	Ensure that children have a love of music and value it deeply.	Provide the opportunity for pupils to enjoy live performance at least once a year (Travelling by Tuba / Key Strings). Continue to incorporate music into daily routine	Throughout the year- termly.	Time to ensure pupils are given these opportunities.
	Inclusion	The school plans to target students eligible for pupil premium and supports these students to engage in musical opportunities and tuition through this funding. The school provides additional support through resources to enhance accessibility. All teachers and staff know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively.	Play a proactive role in identifying children who could benefit from one-to-one or small-group instrumental or vocal tuition, over and above their classroom experience, regardless of their personal circumstances A school ensemble/band/group (Rocksteady) – range of children, including PP children.	Throughout the year – termly	Ensure a clear understanding of children taking part in Rocksteady

		Students have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.			
	Resources and equipment	There are a range of instruments within the school, including whole class sets of instruments (owned or hired). The school has access to and uses teaching resources to support music.	Audit current resources and purchase as necessary to ensure pupils have access to a range of instruments, including whole class sets Provide an instrumental or music technology ensemble throughout the year Ensure that pupils have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.	Spring term	Look at 'Music Spine' with CDAT music specialist.
	Budget	Budget is set aside for music specialists, Rock Steady Charanga scheme purchased.	Provide the opportunity for pupils to enjoy live performance at least once a year (Travelling by Tuba / Key Strings) A school ensemble/band/group (Rocksteady).	Throughout the year	Ensure budget is set aside and allocated towards music.

	CPD - What are the development needs of staff? Plans for CPD	The lead member of staff is given opportunities by the school to share and upskill other staff members as a result of their CPD attendance. CPD considers development needs of the staff in context of the school's wider priorities.	Upskill teachers so that they are confident at leading singing in their classrooms. Source bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life. Develop teachers' subject knowledge, including their musicianship skills and their understanding of what high-quality music-making should sound like for pupils in the age group they teach.	Throughout year - termly	Work with hub to gain more knowledge, sharing this with others. Take opportunities for CPD in school for all staff.
	Partnerships	The school is working in partnership with other settings, sharing resources and good practice.	Work with other CDAT music leads – group chat and meetings to share knowledge, resources and observe each other in practice.	Throughout the year – termly.	Hub – to help make links with other schools outside of CDAT.
Communication:	Ensure parents are communicated with about performances and music events.	To ensure all parents/carers are updated about the music curriculum, events and opportunities across the whole school.	Leaflets for new opportunities Add music information to any relevant Newsletters where applicable. Ensure website is updated about music curriculum and events. Upload musical events to social media.	Throughout the year. Every two weeks – newsletter	Class teachers to update on how music curriculum is going Class teachers to check dates for any music performances for children.

Music progression strategy:	How will you support children to access high quality opportunities?	To offer additional high quality opportunities for children across the school.	Participate in Young Voices (2024/25) Provide the opportunity for pupils to enjoy live performance at least once a year (Travelling by Tuba / Key Strings) A school ensemble/band/group (Rocksteady – children to perform in end of term concert) Music medals for all children in KS2	Summer term	Jess – continue with music medals for different year groups. Young voices
	How will you support and track progression?	Ensure that all classes are uploading evidence to SeeSaw, demonstrating progression throughout the term and across the different age groups.	Track progress on SeeSaw – videos.	Throughout the year.	Monitor and review learning in each year group, on a regular basis.

Review date of document: Spring Term