



School Music Development Plans

This document includes our trust-wide plans for music in our schools followed by a school-specific plan

DDAT's vision is to build a better future for all within our academies who in turn will positively impact their communities and we believe that music contributes to the development of this.

Our plans are developed in response to the vision of the National Plan for Music Education:

'to enable all children and young people to: learn to sing, play an instrument and create music together. have the opportunity to progress their musical interests and talents, including professionally'.



HM Government

The power of music to change lives:

A National Plan for Music Education



School Music Development Plan for Loscoe C of E Primary School and Nursery Name of Lead Music Teacher: Fiona Martinson

Email: fmartinson@loscoe.derbyshire.sch.uk

School Year 2024-25 Trust-wide Plan

DfE features of high-quality school music provision	Current provision	Planned development over the next 2 years	Possible Music Hub Support	Progress/What's next?
1. Curriculum provision	All schools have a music curriculum that compares to the aspirations of the Model Music Curriculum. Music provision in all schools is reviewed Autumn term 2024	All children in DDAT schools to have 1 hour of music curriculum teaching. School music curriculums to be reviewed by lead music teachers and support offered for those schools who need to develop their offer.	CPD for schools who do not feel confident in their delivery of the music curriculum	
2. Whole class instrumental teaching	Most schools have whole class instrumental teaching in at least one year group	All schools have whole class instrumental teaching	Music Hub can offer whole class programmes or training for class teachers to deliver whole class instruments such as handbells for example	

3. Access to lessons across a range of instruments and voice	Most schools offer instrumental teaching on individual instruments or small groups e.g. Rocksteady	All schools have an offer of instrumental teaching either individually or in small groups. Increasing numbers of pupils access these opportunities	Music Hub to signpost accredited teachers and the range of subsidies they offer to support pupils access these	
4. Develop a school/vocal ensemble	Most schools have a school vocal ensemble that meet regularly	DDAT explores opportunities for combined singing event	Support from Hub Singing Team	
5. Develop a school ensemble/band/group	Most schools have an instrumental group that make music beyond their whole class lessons	All schools to offer instrumental ensemble opportunities	Music Hub can support with the setting up of instrumental ensembles	
6. Provide space for rehearsals and individual practice	Most schools have an area where individual and small group teaching can take place	All schools have an identified area where pupils can practise their instruments		
7. Develop a termly performance	All schools have at least one performance per year	All schools have more than one performance opportunity in the year		
8. Provide opportunities to enjoy live performances at least once a year	Most schools enable pupils to hear live music-making	DDAT builds a record of approved live musicians	Hub to make recommendations	

Trust-specific requirements	Current provision	Planned development over the next 2 years	Possible Music Hub Support	Progress/What's next?
Music Development Plan and summary	Some schools have created their Plan with clear targets for development	All schools to have created a Plan with opportunities for review built in. They will also have published a summary document, as requested by the DfE	Curriculum and Lead School support available	
Professional Development	Trust-wide music network meetings take place twice a year	More music leads attend network meetings		

The following pages are for individual schools to create their bespoke Music Development Plans with question prompts to guide your thinking on pages 7-9

Email: fmartinson@loscoe.derbyshire.sch.uk

School Year 2024-25

DfE features of high-quality school music provision	Current provision	Planned development over the next 2 years	Possible Music Hub Support	Progress/What's next?
1. Curriculum provision	<p>KS1 and KS2 following the Kapow Scheme of Learning for music.</p> <p>EYFS currently using Charanga for music.</p> <p>Music is currently delivered by teachers, teaching assistants and music specialists.</p>	<p>EYFS to take part in the EYFS Musical Exchanges project.</p> <p>EYFS to move to Music Buds for music curriculum.</p> <p>Move towards every class receiving 1 hour of music curriculum per week through in class lessons and whole school singing Collective Worships.</p> <p>Audit the current music resources in school and identify any areas that are lacking.</p>	<p>CPD for teachers to increase confidence in delivering all aspects of the music curriculum.</p>	
2. Whole class instrumental teaching	<p>The Year 3/4 class take part in the Derbyshire</p>	<p>Explore options to signpost children who are wanting to continue</p>	<p>Possible CPD from the hub on delivering whole class instrument lessons</p>	

	<p>Music Partnership and are learning flute.</p> <p>Whole class take part, with adaptations made to support as needed.</p> <p>Class teacher is present during the lessons.</p>	<p>learning the instrument after the project.</p> <p>Ensure the progression of musical skills document from Wider Opportunities is fed into curriculum mapping for music.</p> <p>Ensure skills are progressive for the year groups after taking part in Wider Opportunities.</p>	<p>for percussion and chime bars.</p>	
<p>3. Access to lessons across a range of instruments and voice</p>	<p>Rock Steady, violin and cello lessons offered.</p> <p>Children have the opportunity to learn keyboard, bass, guitar and drums or voice in Rock Steady.</p> <p>Trials allow children the opportunity to try Rock Steady.</p> <p>2 fully funded places are allocated each year, with PP funding used to</p>	<p>Continue to offer Rock Steady and strings lessons.</p> <p>Improve monitoring of the quality of music provision.</p>		

	subsidise more places if needed.			
4. Develop a school/vocal ensemble	<p>Young Voices choir which runs from September to February.</p> <p>Young Voices music is dictated by them, but covers a range of styles and includes singing music from other countries.</p> <p>Christmas Choir to run in Autumn 2 to perform at the Christmas Fayre.</p>	Consider how the vocal ensemble can be continued after Young Voice so that there are year long opportunities.	CPD for the teacher and teaching assistant who are running the music ensemble to develop their skills.	
5. Develop a school ensemble/band/group	<p>Children have the opportunity to perform as part of a band in Rock Steady.</p> <p>They perform to parents three times a year.</p>	<p>Continue to offer Rock Steady.</p> <p>Monitor the percentage of school who are taking part and the demographics to ensure all children have equal opportunity.</p>		
6. Provide space for rehearsals and individual practice	Rock Steady and String lessons currently use the Library or 'The Device Den' to conduct sessions.	Identified an area where pupils can practise their instruments.		

	<p>Currently no dedicated space within school for children to practise outside of music lessons.</p> <p>Limited storage space for instruments in school, including DMP instruments.</p>	<p>Allocated space for instruments, including children's instruments for lessons and DMP instruments.</p>		
<p>7. Develop a termly performance</p>	<p>All children perform in vocal ensembles in church services three times a year - harvest, Christmas and Easter.</p> <p>Rock Steady perform a concert to their parents every term.</p> <p>Nativity performance for KS1 and EYFS in Autumn 2.</p> <p>KS2 performance in Summer 2.</p> <p>Children in Year 3/4 taking part in the Derbyshire Music Partnership take part in the Halle concert.</p>	<p>Develop opportunities for small group and individual performances.</p> <p>Add a musical element to the termly class led Collective Worships.</p>		

<p>8. Provide opportunities to enjoy live performances at least once a year</p>	<p>Children in Year 3/4 taking part in the Derbyshire Music Partnership take part in the Halle concert.</p> <p>Children in Young Voices take part in a live concert, where they have the opportunity to listen to live music, as well as perform.</p> <p>Year 2 - 6 attending Matilda the Musical in London.</p>	<p>Determine if there are children who receive music lessons outside of school who would perform.</p> <p>Liaise with parents - are there any who could perform an instrument to the school?</p>	<p>Contact the hub for any recommendations of live musicians or opportunities.</p>	
---	--	---	--	--

Guidance for completing your School Music Development Plan.

The National Plan for Music Education states that the key features of high-quality music provision are:

1. Curriculum provision – think about

- Do we have timetabled curriculum time of at least one hour each week of the school year for key stages 1 & 2
- The sequencing of the curriculum from the youngest to the oldest pupils in your school – does the music lead understand the building blocks of music learning?
- Who delivers the curriculum – a music specialist or class teachers – do they need any support to develop their music education, knowledge and skills?
- Are the 4 key areas of music, as stated in the Model Music Curriculum, Singing, Performing, Composing/Improvising and Listening all regularly covered in the curriculum?

- How well is the curriculum resourced? What is lacking?
- Are networking and CPD opportunities for teachers to develop their skills and knowledge taken up?
- How is music technology used by pupils in creative music-making?
- Do pupils experience a wide variety of musical styles and genres including diverse repertoire from across the world.

2. Whole class instrumental teaching

- Which year groups have this tuition known as Wider Opps or WCET (changed to CIL – Classroom instrumental learning from September 2024?)
- Who deliverers it?
- How does the progression of musical skills document from all DDMP deliverers feed into curriculum mapping for music?
- What reasonable adjustments are made to ensure every child can access the programme?
- Do classroom teachers take part in these sessions – great CPD for them?
- What happens to pupils who want to continue learning? How can barriers to this learning be removed?

3. Access to instrumental/vocal lessons – large group, small group or 1 to 1

- What instruments are taught other than whole class?
- Are at least 2 instruments from different musical families taught?
- How is the work of these teachers advertised to pupils and parents?
- How is the quality of these teachers' work ensured in your school?
- How do you ensure that all pupils can access musical opportunities in school?
- Can Pupil Premium funding be used to remove financial barriers to instrumental/vocal learning for eligible pupils?

4. Develop a school/vocal ensemble

- Who has the expertise in your school to lead a choir? Do they need any CPD to develop their skills?
- If there is no-one to lead this work, how could you develop this area of music provision? e.g. specialist from the music hub
- Does your choir rehearse weekly or just at specific times of the year?
- Does your choir perform music from a variety of different styles e.g. musical theatre, gospel, choral, music from different countries?

5. Develop a school ensemble/band/group

- How does the music-making in these activities complement school music curriculum provision?
- Does the music the pupils learn to play in these groups show effective planning which represents diversity of musical genres and cultures?
- What percentage of the school population are involved in choirs and ensembles in school?
- Are there many opportunities for pupils to perform to each other and parents?

6. Provide space for rehearsals and individual practice

- Are visiting instrumental teachers able to access an appropriate space to teach in?
- If pupils cannot take instruments home where can they practise in school?
- What storage space for instruments is available in school?

7. Develop a termly performance

- What performance opportunities are there for pupils to take part in?
- Do these performance opportunities cater for whole class, large group, small group and individual performances?

- Do you use performing spaces outside of school?
 - Do you join with other schools for performances e.g. within a trust or a local secondary school?
8. Provide opportunities to enjoy live performances at least once a year
- What planned experiences in school take place?
 - What external opportunities to hear live music being performed – small or large scale, visitors, secondary pupils, visiting instrumental teachers, parents, school trips?

Summary of Music Development Plan as requested by the Department for Education 15 May 2024

All schools should have a music development plan, as set out in the [national plan for music education](#).

The Department for Education are asking schools to publish a summary of their music development plan on their website before the start of the 2024 to 2025 academic year. Schools should then update the summary before the start of each new academic year.

Publishing a summary will help schools to:

- raise awareness of their music development plan
- promote the school music offer to parents and prospective parents
- give greater opportunity for schools and music hubs to work together

The template can be found here

<https://www.gov.uk/government/publications/school-music-development-plan-summary-template>

N.B This is not intended as a substitute for your School Music Development Plan. It is a template for publishing on your school website a celebration of everything you offer in terms of music in your school and a brief section on what area of the subject you might be developing in the future.