

Music Development Plan – MT template for primary schools

School: Woodlands Primary School, Tonbridge

Trust/local authority: KCC

Local music hub: Kent

Music lead: Louise Richards

Music specialist (if applicable): Louise Richards

Headteacher: V Lonie

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	Music Development Plan
1 – Overall objective	To provide high quality, broad and balanced music lessons throughout the school, including extra-curricular opportunities for all children, no matter their background
2 – Key components	<p>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</p> <p>Classroom instrumental teaching</p> <p>Progression from classroom instrumental teaching</p> <p>Visiting music teachers – <i>Peripatetic teachers, guitar, drums, woodwind, piano, violin – Is there scope to extend this and offer other instruments? Brass, voice?</i></p> <p>Links with external music organisations – <i>Kent Music Hub, Sing-Up, Workshop providers</i></p> <p>Pupil Premium student engagement – <i>use of PP funding to provide individual instrument lessons for pupils as appropriate</i></p> <p>Succession planning and CPD – <i>Currently only one music teacher in the team, there are other musical members of staff, but they do not teach music through the school.</i></p> <p>Choir/ensemble – <i>KS1 have choir is to run all year from this year KS2 have 2 choirs, and a band. Ukulele club runs in the summer term. There are KS1 recorder and ocarina clubs and a guitar club which run for a term. There are plans for a KS2 recorder club.</i></p> <p>Whole school singing assemblies - <i>KS1 have singing assemblies as year groups – run by the YGLs. KS2 have singing assemblies weekly, and when specific year groups are working towards a performance, they have individual singing assemblies.</i></p> <p>Performance opportunities – <i>YR, Y1, Y2 all perform a nativity at the end of term 2. Y3 perform to the community and a carol concert at the end of term 2. Y4 perform at the end of term 4. Year 5 perform at the O2 with Young Voices in Term 3; they also perform a selection of songs from YV to parents at school before their concert. Year 6 perform war songs linked to their WW2 project in Term 2, they also perform an end of year production in Term 6.</i></p>

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	<p>School orchestra - <i>School band for those who have been learning for at least 1 year. An orchestra would be great, but currently there is no time within the hours LR works.</i></p> <p>Musical engagement with feeder secondary schools – <i>This needs developing – Hugh Christie? Judd? TOGS?</i></p> <p>Additional funding from hub/charities/fundraising – <i>Kent Hub funds Sing-Up membership, and ukulele hire for Year 4 lessons. Kent Lions give a donation to the music in the school when we perform at their concert.</i></p>
<p>3 – Classroom instrumental teaching</p>	<p>Year 2 start Ocarinas, terms 3, 4 and 5. During this time they learn about the fingering, reading OcPix, OcBox and eventually some notation is introduced, with OcBox underneath. This gives them a solid grounding for playing together – in time, and for recorders in Year 3. Year 2 also spend term 6 using Boomwhackers playing familiar tunes (that they have played on Ocarina) but having to work cooperatively to play the song. – Compositional opportunities towards the end of the unit.</p> <p>Year 3 – continue their instrument learning with Recorders, terms 4 and 5. They begin with 3 notes in term 4, learning to read the notation and play together, in time and fingering the notes correctly. In term 5 this is developed to include more notes and more complex tunes – using Visual Musical Minds.</p> <p>Year 4 – begin to learn the Ukulele, terms 2, 3 and 6. (2.5 terms) During this time, they learn several chords, beginning with C maj and A min, using 1 finger, then progressing to F maj, for example, using 2 fingers and then G maj with 3 fingers. They also experiment with strumming patterns. In term 6 we look at reading TAB in more detail.</p> <p>Year 5 – In Year 5 we use Boomwhackers in term 5 to continue the learning from year 2 and use them in a different way. PERFORM to Year 3 if possible.</p> <p>Djembe – Year 5 learn to play the Djembe in term 6, with a music workshop (which all years take part in) and they have compositional opportunities within this unit.</p> <p>Year 6 – Use iPads to create compositions, using GarageBand. This unit gives all children the structure to begin to see how technology can be used to create and play music. – Compositional opportunities.</p>
<p>4 – Implementation of key components</p>	<p>At Woodlands we have developed our music curriculum in line with the National Curriculum and with elements of the Model Music Curriculum. This will continue to be developed and improved. The curriculum overview illustrates the progression of interrelated dimensions of music and where they appear in the curriculum. It is important to note that music is not a linear subject and that the dimensions of music are interrelated, none are completely stand alone, and they need a great deal of repetition to become embedded.</p>

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	<p>Music lessons are timetabled and taught to KS1 and 2 in PPA time by our music teacher. Each class is taught every week.</p> <p>KS1 pupils will have year group music/singing assemblies each week, which are led by one the year group team. KS2 pupils will have joint singing/music assemblies led by our music lead, and when required individual year groups will have individual singing assemblies, eg Y5 Young Voices, Y3 Carol Service, Y4 Easter Concert, Y6 Production.</p> <p>As a school we use a range of different sources for our song choice. We encourage staff to suggest favourite songs to sing in singing assemblies, preferably with a message. We use songs from Young Voices, SingUp, YouTube, Out of the Ark, as well as others.</p>
<p>5 – Communication activities</p>	<p>Parents are invited to school events, such as Nativities, carol concerts, productions and concerts. These are notified via the newsletter and individual letters as well via parentmail.</p> <p>This year we will look to develop the music page on the website and to utilise it to advertise forthcoming events and to celebrate children’s participation in musical activities.</p> <p>Looking ahead, to begin to use of social media to inform parents of upcoming events, and to celebrate the children.</p>
<p>6 – Evaluation process for the success of the Music Development Plan</p>	<p>Meetings take place on a termly basis between the music teacher and their appraiser. These discuss teaching, learning, progression, and the development of music throughout the school.</p> <p>Meetings with the Curriculum lead will take place once every full term (1, 3 and 5 for example)</p>
<p>7 – Transition work with local secondary schools</p>	<p>Contact with local secondary schools needs to be developed. Currently we do not have links with the music departments of any local secondary schools, this is to be explored over the next year.</p>
<p>8 – Budget materials and staffing</p>	<p>Budget is requested by the music teacher and agreed by the finance team, headteacher and governing body. This runs from April to April.</p> <p>Budget includes provision for new instruments, replacement instruments, and some CPD opportunities, as well as enrichment in the form of Whole School music workshops in summer term.</p>

<p>9 – Pupil Premium and SEND provision</p>	<p>All children are provided for within the music lessons, but PP children are targeted and invited to join extra-curricular music clubs, and, if appropriate, provided with musical instrument lessons – currently drumming and piano. This is reviewed on a need basis. We currently fund two children through their PP provision.</p> <p>A member of staff has offered to provide short piano lessons for SEND children (to be discussed and decided with the inclusion team) these will be for 15-20 minutes once a week, with provision for them to practise at other times where keyboards/pianos are not available in their homes.</p>
<p>10 – Summary Action Plan</p>	<ul style="list-style-type: none"> • Continue to develop curriculum - Update and develop curriculum throughout the year as required • Highlight PP pupils who would benefit from a music club and invite them • Look into funding for KS1 choir for whole year – ensure those who support KS1 choir are supported and resourced • Develop links with local secondary schools – email local secondary schools, Tonbridge School, Hugh Christie, ToGS. Have specific goals in mind for the connection, going to them/coming to us for concerts? • Try to attend networking events – find out when the networking events are taking place and make a concerted effort to attend at least one. – Booked on to the Kent and Medway Music Conference, November 2024 • Music Mark status – application submitted (Summer 2024) • Review EYFS music provision and how it links to KS1 – go into EYFS and observe music provision in action. Work with the EYFS team to provide more musical experiences for the children. Look at resourcing outdoor music stations for the children to use. • Increase use of website – liaise with KC around how and what to include on the website, how often to update it and how to signpost parents towards it.

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](#)

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