

Music Development Plan

Academy: High Halstow Primary Academy

Local music hub: Medway Dynamics

Music lead: Alice Limb

Music specialist (if applicable): Morag Sharp (Dynamics)

Principal: Gemma Stangroom

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	Music Development Plan
1 – Overall objective	<p><i>The overall objective for music provision in your academy.</i></p> <p>Music is a universal language that embodies one of the highest forms of creativity. At High Halstow Primary Academy, we pride ourselves in delivering high quality music education which engages and inspires pupils to develop a love of music and their talent as musicians. This also increases their self-confidence, creativity and sense of achievement. We intend for our pupils to enjoy a dynamic and wide ranging music curriculum, thus increasing their cultural capital.</p>
2 – Key components	<p><i>List the key components that will make up the music provision in your academy. The list below is an example and should be adapted for your Academy.</i></p> <p><i>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</i></p> <p><i>Classroom instrumental teaching</i></p> <p><i>Progression from classroom instrumental teaching</i></p> <p><i>Visiting music teachers</i></p> <p><i>Links with external music organisations</i></p> <p><i>Pupil Premium student engagement</i></p> <p><i>Succession planning and CPD</i></p> <p><i>Choir/ensemble</i></p> <p><i>Whole academy singing assemblies</i></p> <p><i>Performance opportunities</i></p> <p><i>Academy orchestra</i></p> <p><i>Musical engagement with feeder secondary Academies</i></p> <p><i>Additional funding from hub/charities/fundraising</i></p>
3 – Classroom instrumental teaching	<p><i>Include details of the academy's offer for each year group. How will students progress? Who will teach this? How will instruments be funded? How will lessons be inclusive? Where to next?</i></p> <p><i>Instrumental lesson offer:</i></p> <p><i>Year 3-Ocarina (weekly session all year)</i></p> <p><i>Year 4-Recorders (weekly session for at least four terms)</i></p> <p><i>Year 5-Recorders (weekly session for at least four terms)</i></p> <p><i>Year 6-Recorders/Ukulele for at least 8 weeks</i></p>

	<p><i>Year 1 and 2-8 week percussion offer from a specialist teacher in the summer term</i></p> <p><i>Choir-Lunchtime session for children who sign up.</i></p>
4 – Implementation of key components	<p><i>Consider how the key components listed above will be implemented (excluding classroom instrumental teaching).</i></p> <p>Music overview 1-6</p> <p>Music Key Strands</p>
5 – Communication activities	<p><i>Write a communication plan, including information about how you'll keep parents updated via the academy website; how a leaflet might be produced to inform parents about the whole academy music offering; how social media might be used. Click for an example from Lakeside Primary.</i></p> <p><i>Regular communication events and possible lessons and camps are sent to parents.</i></p>
6 – Evaluation process for the success of the Music Development Plan	<p><i>Decide how you are going to track whether the plan is working. Include timeframes for progress meetings.</i></p> <ul style="list-style-type: none"> - <i>Regular LW's and foundation tracker</i> - <i>5 year development plan</i> - <i>Prioritising monitoring schedule</i> - <i>Create a link to timetabled plan</i>
7 – Transition work with local secondary academies	<p><i>Consider what you will do to maintain musical engagement from Year 6 to Year 7, including any communication you will make with local secondary academies.</i></p> <p><i>Connection with Secondaries - liaison with Head of Music at Hoo</i></p>

<p>8 – Budget materials and staffing</p>	<p><i>Include details of the budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used. Plan CPD.</i></p> <ul style="list-style-type: none"> - <i>HLTA - Music specialist</i>
<p>9 – Pupil Premium and SEND provision</p>	<p><i>What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?</i></p> <p><i>PP children specified on plans & consideration for music lessons/funded</i></p>
<p>10 – Summary Action Plan</p>	<p><i>Write a list of immediate actions – make them SMART (specific, measurable, achievable, relevant, time-bound).</i></p> <ul style="list-style-type: none"> - <i>Increased regular events to raise prominence of subject</i> - <i>Music assemblies weekly</i> - <i>Talent to model good practice</i>

Self Evaluation

- Timetabled **curriculum of at least one hour each week** of the school year for key stages 1-3
- **Access to lessons** across a range of instruments and voice
- **A school choir** and/or vocal ensemble (Dynamics Choir - when do they perform?)
- **A school ensemble**/band/group
- **Space** for rehearsals and individual practice (art room)
- **A termly school performance** (Nativity, Year 6 production - can we add a performance in Easter?)
- Opportunity to enjoy **live performance** at least once a year (Young Voices, get a performer in for whole school)

In the Classroom: Focusing

	Focusing	Developing	Secure (in place/addition to 'developing')	Enhancing (in addition to 'Secure')
Primary: In the classroom	<p><i>Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum.</i></p> <p><i>Progress over time is not measured or celebrated.</i></p> <p><i>There are limited resources for teaching.</i></p>	<p>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum from EYFS to Year 6.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with SEND are able to participate and engage with music-making</p> <p>There is adequate space and resources for teaching, including class sets of tuned and untuned instruments</p>	<p>The music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum. Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with SEND are able to participate and progress well (supported by technology, tools and adapted instruments) Space and resources allow breadth of curriculum for all students, including music technology</p>	<p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e., concerts, live events)</p>

Beyond the classroom: Developing

	Focusing	Developing	Secure	Enhancing
Primary: Beyond the classroom	<p><i>Singing takes place infrequently and repertoire is not varied.</i></p> <p><i>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</i></p> <p><i>Facilitation of one to one and small group tuition is limited and inconsistent.</i></p> <p><i>Musical skills and interests cannot be extended as the enrichment offer is limited and local opportunities are not signposted.</i></p>	<p>Singing and vocal work is frequent, varied and all students are engaged All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p> <p>Musical skills and interests are extended through extra-curricular activities, such as music clubs, and all pupils are given the opportunity to participate. Local opportunities are signposted.</p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events. Students also perform to the wider community in local/regional events (for example, Hub events and local festivals). In-school musical events take place at least twice a term.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</p> <p>Students are able to take leadership roles in musical opportunities</p> <p>The school is actively involved in national, largescale events</p>

Leadership and Management: Developing

	Focusing	Developing	Secure	Enhancing
Primary: Leadership and management	<p><i>A named subject lead is in post</i></p> <p><i>Training for staff delivering music has limited impact</i></p>	<p>A named, trained subject lead is in post.</p> <p>The subject lead is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the National Plan for Music Education</p> <p>All staff delivering music receive annual training, addressing their CPD needs and has impact</p>	<p>Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement</p> <p>A named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account</p> <p>All staff receive annual training to maintain their confidence and build expertise</p>	<p>There is a five-year strategic vision for music that is in line with the National Plan for Music Education</p> <p>Staff deliver training beyond their own school setting, sharing their expertise more widely (for example, through their subject association or local networks)</p>

Community and Partnerships: Focusing/ on track to developing

	Focusing	Developing	Secure (in place/addition to 'developing')	Enhancing (in addition to 'Secure')
Primary: The community and partnerships	<p><i>Engagement with the Music Hub is inconsistent</i></p> <p><i>Small-scale performance takes place in the community, building on existing school links</i></p> <p><i>Some parents and carers support music-making in the school by attending events</i></p>	<p>The school takes up opportunities from the Music Hub and signposts opportunities for students</p> <p>Community links with music are established, and regular events take place throughout the school year</p> <p>Parents and carers actively support music making, through support at events and through home learning</p>	<p>The school makes the most of a wide range of opportunities from the Music Hub, working as an active partner</p> <p>Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits</p> <p>The views of pupils and parents have been considered when developing music provision.</p>	<p>The school is a leading school in the local community and with their Music Hub</p> <p>There is a co-ordinated programme of community events, planned in partnership</p> <p>Parents/carers and the wider community are actively involved in school music making</p>