

Music Development Plan

Academy: Leigh Academy High Halstow

Local music hub: Kent Music (formerly worked with Medway Dynamics)

Music lead: Kirsty Atkinson (September 2025)

Music specialist (if applicable): Andy Bunker (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 Leigh Academy High Halstow, 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. By enhancing public access to a wide range of musical genres and experiences, we seek to inspire and engage audiences, fostering a deep appreciation for music's cultural and emotional impact.</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> <ul style="list-style-type: none"> • Music is a timetabled subject, with schemes of work and assessment in place. All pupils are able to access this curriculum from EYFS to Year 6. • Pupils engage with schemes of work and build areas of musical interest and growing skill. • Pupils with SEND are able to participate and engage with music-making • There is adequate space and resources for teaching, including class sets of tuned and untuned instruments • Specialist music teachers provide weekly timetabled lessons. • PP pupils are given the opportunity to engage in additional lessons. • There are established partnerships with local and national music organisations and within the trust. • pupils in are able to collaborate on musical projects • Ongoing development of student leaders
3 – Classroom instrumental teaching	<p>Working in partnership with MMA allows us to teach music through different genres of music, tailored to the age and stage for that year group. This also allows us to support confident musicians to deliver challenges through differentiated tasks throughout each lesson. As pupils progress through school, they will develop a critical engagement with music.</p> <p><i>Instrumental lesson offer:</i></p> <p><i>Year 3- Recorders (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- with Class teacher - Ukulele</i></p> <p><i>Year 1 and 2 - following music curriculum SingUp! (all year)</i></p>

	<p><i>Keyboard Lessons - chosen on first come first served basis. (2 x group of 5)</i></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>Foundation subjects are assessed at the end of each year stating whether children are working towards, at or exceeding age-related expectations. This is then used to make sure all children are continuing to make progress and any children whose levels drop, or increase can be addressed accordingly.</p> <p>Through the high quality teaching of music taking place, we will see the impact of the subject in different ways.</p> <p>.</p>
4 – Implementation of key components	<p>We work with Medway Music Association to ensure that all children across the school are being developed in the following musical skills.</p> <ul style="list-style-type: none"> • Listening and appraising • Singing and musical instrument practise • Composition • Improvisation • Performing and sharing <p>Whole school membership to music teaching site SingUp! Ensures that all year groups are able to access music teaching and singing practice.</p> <p>Songs can be taught for singing or playing an instrument/percussion linked to a variety of KS1 and KS2 Central Ideas via SingUp! Teachers are encouraged to use their membership to support in class assemblies and subject-specific assemblies to ensure that music is central to all we do.</p> <p>Singing is a valued musical performing attribute in school. We sing in whole-school assemblies, in our music lessons and in extra-curricular activities. Our school choir performs at Rochester Cathedral as part of a Christmas concert. Additionally, the choir participates in a ‘Young voices’ concert held at the O2 arena every January.</p> <p>Through pupil voice, children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in their learning and want to find out more. Children will complete research independently through projects and homework and to further their own enjoyment about the subject or topic covered in the transdisciplinary theme.</p> <p><i>Music is carefully planned into the curriculum and covers the strands below:</i></p> <p>Music overview 1-6</p> <p>Music Key Strands</p> <p>Skills progression</p> <p>Curriculum map</p>

5 – Communication activities	<p>See communication plan - Engagement at LAHH</p>
6 – Evaluation process for the success of the Music Development Plan	<p>Decide how you are going to track whether the plan is working. Include timeframes for progress meetings.</p> <p>Future planning -</p> <ul style="list-style-type: none"> - Regular LW's for music specialist provision and foundation tracker - LW from KA to monitor teaching of SingUp!
7 – Transition work with local secondary academies	<p>Connection with Secondaries - liaison with Head of Music at Hoo</p>
8 – Budget materials and staffing	<ul style="list-style-type: none"> - Head of Music (AL) to provide music to Year 6 throughout the year
9 – Pupil Premium and SEND provision	<p>PP children specified on plans & consideration for music lessons/funded</p> <p>The iRock programme is provided free of charge for disadvantaged children and places are specifically reserved within the school choir.</p> <p>PP children are given first choice for funded keyboard lessons held weekly.</p>

10 – Summary Action Plan	<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 /Showcase talent to promote musical learning.</i>
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	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)</p> <p>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</p> <p>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>