

Music Development Plan

School	Oakmeadow CE Primary and Nursery School
Trust / Local Authority	Marches Multi Academy Trust
Music Lead	Julie Marston
Music Specialist	Julie Marston Tim Kitcher (Shropshire Music Service – Curriculum) Simon Tomkins (Shropshire Music Service – Ukulele tuition)
Head Teacher	Samantha Hill
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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](#)

	Components in Music Development Plan
1 – Overall objective	<p><i>The overall objective for music provision in your school.</i></p> <p>We want to engage and inspire pupils to develop a love of music and their talent as musicians, increasing their self-confidence, creativity and sense of achievement. This will include both singing and playing instruments as part of the curriculum, and encouraging children to continue to sing and/or learn to play a musical instrument beyond the curriculum.</p>
2 – Key components	<p><i>List the key components that will make up the music provision in your school.</i></p> <ul style="list-style-type: none"> • Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND • Classroom instrumental teaching (Years 5 and 6) • Visiting music teachers (Years 1 – 4) • Links with external music organisations and organisations offering musical opportunities (See separate 'Music Enrichment Opportunities document' – this is updated throughout the year) • Pupil Premium student engagement • Succession planning and CPD • Choir • Worship in Song - Whole school singing assemblies • Performance opportunities <p><i>Musical engagement with feeder secondary schools?</i></p> <p>Links with Sophie King through MMAT and attendance at MMAT musical events.</p> <p>Attendance at other musical events hosted by local Secondary Schools eg orchestra/choral workshops</p>

	<i>Additional funding from hub/charities/fundraising?</i>
3 – Classroom instrumental teaching	<p><i>Include details of the school'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>Children will learn to play the glockenspiel through using Charanga – developing their skills from Year 1 where they will learn how to hold a beater correctly, to Year 4 where they will compose and write using musical notation within a range of 5 notes.</p> <p>In Years 5 and 6, children will have the opportunity to learn to play the ukulele (1 term per year) to allow their skills to progress from one year into the next. This will be in addition to continuing to progress in mastering the glockenspiel and playing and performing using their own instruments where appropriate, through the Charanga units in the remaining terms.</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><i>For example, include a timetable of music across the school; attach documentation and assessment materials; write or insert a detailed description of the curriculum from EYFS-Year 6; include detail of music assemblies and a programme of performances; insert information about the school's song bank.</i></p> <p>YR to Y6 following the Model Music Curriculum using Charanga (YR following Charanga's original scheme)</p> <p>Model Music Curriculum Key Stage 1 2 FINAL</p> <p>From Charanga</p> <p>"Charanga's English Model Music Curriculum Scheme is aligned with the National Curriculum for Music and the non-statutory Model Music Curriculum (MMC) Guidance published by the DfE in 2021."</p> <p>The scheme provides, "clearly-sequenced units and lessons with week-by-week support for each year group. There are lesson plans, assessment documentation, a clear learning progression, as well as engaging and exciting songs and resources to support every lesson. Key Learning and Outcomes with 'I Can' statements are provided to be used alongside assessment grids."</p>

	<p>The scheme follows a “spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing musical confidence and enabling them to go further. Teachers can adapt their teaching to respond to the strengths and needs of the children they teach.”</p> <p>Music will be timetabled for 1 hour each week to include shared musical opportunities, eg ‘Worship in Song’ and other music enrichment opportunities. Curriculum provision will be supported by Shropshire Music Service with children in all year groups taught by a music specialist for at least one term. Many children will also receive other enrichment opportunities throughout the week and/or academic year including individual or group instrumental tuition, choir, access to live performances, participation in wider musical ensembles (eg through MMAT or other local secondary schools).</p>
5 – Communication activities	<p><i>Write a communication plan, including information about how you’ll keep parents updated via the school website; how a leaflet might be produced to inform parents about the whole school music offering; how social media might be used.</i></p> <p>Social Media – ongoing as appropriate to publicise and celebrate musical events and practical classroom activities – ask teachers to upload photos to news in the community eg 1 photo per term per class. (Need to use this to raise profile of music). Website – update to reflect breadth of musical opportunities and experiences</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> <p>Revisit MDP termly – conversations with colleagues and lesson drop-ins to discuss and observe quality of curriculum offer in each year group. Staff meeting to offer CPD regarding MDP, vocabulary associated with Musicianship and coherence of the curriculum – this is work in progress. Repeat survey to determine confidence in teaching music and in accessing resources.</p>

7 – Transition work with local secondary schools	<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 schools.</i></p> <p>Participate in MMAT singing day event with both Primary and Secondary schools within the Trust. Continue to liaise with Sophie King (secondary music teacher within the MMAT) to facilitate cross-school musical opportunities, eg visit from their choir and/or school band/orchestra.</p>
8 – Budget materials and staffing	<p><i>Include details of 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> <p style="text-align: center;"><u>Prices for 24/25</u> <u>Curriculum Delivery</u></p> <p>Curriculum delivery with music specialist from Shropshire Music Service - full term each for 4 year groups (YEARS 1 to 4)</p> <p>£2,688 (based on 12 half hour sessions for 4 year groups) Also provides CPD for teachers through opportunity to observe a music specialist.</p> <p style="text-align: center;"><u>Ukulele tuition (YEARS 5 and 6)</u></p> <p>£53 p/hour 2 year groups with 10 hours each (as last year) - £1,060</p> <p>total £3,748</p> <p>September: Purchase 15 glockenspiels @ £19.61 each (Total £294.15)</p>

	November: 'Music Live' Week – Shropshire Music Service – £280 (Small charge of £1 per family)
9 – Pupil Premium and SEND provision	<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>Make teachers aware of the 'Anyone Can Play' scheme within Charanga – specifically suited to SEND or intervention groups eg Nurture, but also a useful resource for whole class music lessons. SEND pupils supported within the lesson where necessary and in order to access the lesson content in part or whole.</p> <p>Pupil Premium – school financial support to access music lessons.</p>

Summary of Actions in Music Development Plan

TARGETS IN: MUSIC LEADERSHIP	ACTIONS	LEAD PERSON	MONITORING (Who, When, How)	EVALUATION & SUCCESS CRITERION	COST
Music Lead identifies areas for own CPD and attends training	Attend network meetings with SMS – ensure notifications sent Request audit with SMS to support identification of priorities. JM notify other colleagues of any free CPD webinars provided by Charanga.	JM	JM	JM notified of network meetings and attendance planned and put in school diary. Webinars provided by Charanga – attended where appropriate.	None
School tells Parents about Music clubs and groups and celebrates successes (in newsletter and on website)	Parents informed of clubs and events – pupils invited and photos shared on social media. Achievements	JM	Ongoing - JM	Club opportunities shared with parents. Achievements and performances celebrated via	None

	celebrated in Celebration assembly and through performances (eg ukulele perf/plays)			social media, website and in newsletter.	
Staff know how to assess and identify progress in Music	Consider curriculum pathways to incorporate partial delivery of curriculum by SMS and identify key learning during each year.	JM	During SL day	Colleagues will feel confident in their understanding of what is expected at the end of each year group and how to support children to achieve outcomes in the end of year 'musical passport'.	None
TARGETS IN: CURRICULUM	ACTIONS	LEAD PERSON	MONITORING (Who, When, How)	EVALUATION & SUCCESS CRITERION	COST
Music is timetabled for 1hr/week for all pupils, including EYFS. Delivered by SMS and Class teachers.	Consider with staff key points of Ofsted research report and current curriculum provision.	JM/teachers	JM – lesson drop-ins/ conversations with colleagues to support and organise CPD where appropriate	Children will receive 1 hr p/w of quality music through curriculum delivery, 'Worship in Song' and musical enrichment opportunities.	£56 hour from SMS where appropriate
School has a sequenced scheme of work referring to the Model Music Curriculum.	Consider with staff key points of Ofsted research report and current curriculum provision alongside MMC – what are the key aspects (and specific declarative knowledge) that we want children to gain over each year.	JM	JM – SL day Develop coherent scheme using appropriate Charanga units (custom scheme) and to fit in with enrichment opportunities provided by SMS. Custom scheme to ensure progression in playing of the glockenspiel from years 1 to 4.	Colleagues will have a clear understanding of the learning journey for their year group, the associated musical declarative knowledge and where this fits in more widely with the wider whole school curriculum.	None (excl any CPD)

Year 5/6 receive Whole Class Ukulele teaching	Cost instrumental tuition for years 5/6 JM/SH	JM/ST	JM (in discussion with Y5/6 teachers to determine progression over the course of the sessions) Performance finale for parents following sessions will show progress made.		£1,060
School has a Singing Assembly every Tuesday – choir to continue to run alongside this.	Continue with this	JM/RN	Choir offered to Y3-Y6. Children given the opportunity to perform in the local community and more widely eg at charity events, and given opportunity to participate in workshops at local schools eg choral day, MMAT singing day.	Pupils opt to participate in weekly choir sessions and participate in related opportunities to sing as an ensemble	None
Improve pitched instrument resources	JM to purchase a set of 15 glockenspiels to increase number of available glockenspiels to 30. This will allow one class to use all 30 with each child having an instrument, or two classes with children having one instrument between two.	JM/admin	JM to notify colleagues and consider storage.	30 glockenspiels available for use.	£294.15
TARGETS IN: CO-CURRICULAR PROVISION	ACTIONS	LEAD PERSON	MONITORING (Who, When, How)	EVALUATION & SUCCESS CRITERION	COST

Music Service

School has a Singing Assembly every Tuesday – choir to continue to run alongside this.	Pupils from Y3 to Y6 to be invited at the start of the academic year, and choir to be publicised/events to be celebrated through social media to increase awareness and credibility.	JM/RN	JM/admin to create register of those pupils attending weekly sessions alongside 'Worship in Song'.	At least 30 pupils on choir register attending weekly sessions alongside 'Worship in Song'. Children participate in community/charity events and ensemble opportunities as they arise throughout the year.	None
Advertise range of instrumental and vocal lessons on offer and use Pupil Premium money to fund instrumental lessons for pupils who would benefit	SMS advert included in school newsletter to promote instrumental tuition in a range of instruments. SMS 'music live' week used as a vehicle for promoting enthusiasm for instrumental tuition. Pupils who have lessons to have opportunities to play both to peers in the classroom and during Celebration Worship to promote enthusiasm for playing an instrument.	JM/teachers	JM to facilitate regular opportunities for all children to see instruments being played and children (who have instrumental tuition) to perform.	Regular opportunities across school for all pupils to see instruments being played and pupils (who have instrumental tuition) to perform.	None
Other extra-curricular musical opportunities to be offered across the year, eg Young Voices	Pupils from Y4-Y6 to be invited at the start of the academic year. Children wishing to participate will attend Young Voices rehearsals after school one evening per week until the concert in January. This will be both a performance and	JM/RN/admin	JM to organise Young Voices rehearsals and invitations at the start of the academic year.	Rehearsals will take place once per week, and songs learnt allowing children to participate in Young Voices choir at Birmingham Resorts World Arena in January 2025	Cost TBC to parents for participation/t-shirts.

	enrichment opportunity singing with thousands of other children as a large ensemble, and seeing other performances from dance groups, singers, instrumentalists etc.				
TARGETS IN: ENRICHMENT	ACTIONS	LEAD PERSON	MONITORING (Who, When, How)	EVALUATION & SUCCESS CRITERION	COST
School has a programme of opportunities for musical performances over the year	Pupils in YrR/1/2 and Y5/6 to do a Nativity performance at Christmas. Yr 3/4 to facilitate a Remembrance Worship in November and an Easter celebration. Y6 to do a leavers performance in the Summer term. (Years 5 and 6 also give a ukulele performance to parents at the end of their taught sessions)	JM	Teachers to organise within year groups. JM to facilitate where appropriate.	All pupils have an opportunity over the course of the year to be part of a musical performance and/or celebration.	None
Pupils in the choir perform outside school in the local community	Choir children participate in a variety of local community events over the course of the year eg 'Carols on the Parade' at Christmas (a village event) 'Carols by Candlelight' (a	JM	JM liaise with community links and make arrangements as appropriate.	Pupils given performance opportunities within the community.	None

	church event) and any other charity events as and when invited.				
Pupils in the choir have the opportunity to perform as a larger ensemble	Participation in the Trust singing day (Big Sing); choral day at a local school; Shropshire Sings (Shropshire Music Service event for local schools)	JM	JM liaise and make arrangements as appropriate.	Pupils given opportunities to perform as part of an ensemble with children from other schools.	Cost associated with transport (fuel costs when own minibus used)
All pupils have the opportunity to watch 'live' musical performances	Shropshire Music Service invited to perform to the whole school as part of their 'Live Music Week'	JM	JM liaise with admin and make arrangements as appropriate.	Pupils have the opportunity to see a live musical performance, including discussion about the genre of music and the instruments used.	£1 per family
Pupils have the opportunity to perform in orchestral ensembles	Participation in orchestral ensemble 'days' at local secondary school. Y5 and 6 pupils perform as a ukulele ensemble as a finale to their taught sessions.	JM/ST/admin	JM liaise with admin and community links to make arrangements as appropriate.	Pupils to have the experience of performing as part of an orchestral ensemble.	Cost associated with transport (fuel costs when own minibus used)