



# Music Development Plan

## Grendon Primary School

2024-25

### Vision and Intent of Music Development Plan

**Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us. (The Power of Music to Change lives: A National Plan for Music – June 2022)**

Our Music Development Plan sets out how we aspire to provide the highest-quality music education and music opportunities for children at Grendon Primary School. Using our ethos 'We Can' and our school vision (provide the knowledge and skills to embrace learning through; **A pastoral curriculum removing barriers and developing strength of character and an academic curriculum providing effective structure and opportunity**) we strive to ensure every child at Grendon can fulfil their full music potential.

Our school aims, which are listed below, set out the learning and development journey we want to take our children on. The Music Development Plan uses the school aims as a vehicle to drive towards the music excellence we expect pupils to reach. Each school aim is the cornerstone and foundation of our entire curriculum; both academic and pastoral. Therefore, it is vital our Music Development Plan supports our key aims.

We strongly believe that music at Grendon Primary School can play a vital role in achieving our school aims. Next to each of our school aims, our Music Development Plan sets out what we currently provide in our music curriculum that supports that aim, how we want to progress further and how we intend to do that.

By using our school aims as the cornerstone for our Music Development Plan, we believe music education at Grendon Primary School will be meaningful and purposeful for the children and the wider school community.

School Aim	Where are we now?	Where do we want to be?	How will we get there?	What do we need to get there?	Evaluation
<b>1. Provide teaching that develops knowledge and skills so children learn and progress effectively</b>	1.1 Curriculum – Introduced Kapow Music Scheme to ensure a broad coverage of music topics.	This scheme is embedded across school.	Subject lead to quality assure teaching and learning of music to ensure music scheme is taught effectively.	Monitoring & evaluation schedule provide time and structure for subject lead.	
	1.2 Curriculum – 3 music topics are taught in each year group. 1 per term.	Work towards 1 hour of music teaching a week to maximise potential for children.	Subject lead to review with HT and curriculum lead to ensure children are getting appropriate curriculum time.	Termly meetings with HT and Curriculum Lead.	
	1.3 Curriculum – Kapow scheme supports non-music specialist teachers in delivering national curriculum objectives.	Further develop staff subject knowledge.	Subject lead to support staff with subject knowledge development.	INSETs 1-1 or Year group support.	
	1.4 Curriculum – School have a range of musical instruments; both tuned and untuned.	Have a wider variety of instruments and increase numbers of tuned instruments.	Subject leader to ensure a regular musical instrument inventory is completed.	Annual inventory of music instruments.	
	1.5 Curriculum – Year 2 drumming workshop (chocolate chip).	Increase the number of chocolate chips within the music curriculum.	Subject lead to investigate music trips and workshops that can be added to the curriculum.	Meeting with subject lead, HT and curriculum lead. Subject lead to find quotes and prices.	
	1.6 Curriculum – Singing is taught as part of the Kapow Music Scheme.	Create and implement a singing spine across the whole school.	Subject lead to create a singing curriculum.	Subject lead time to develop the singing curriculum.	
	1.7 Curriculum – Sing-Up subscription has been purchased.	Sing-Up to be used in curriculum music lessons but also used to teach and	Select and find songs that match units and objectives a cross the school.	Subject lead time to research song choices. Subject leads of all	

		access other areas of the curriculum i.e. history/geography/maths.		subjects to select appropriate songs for their subject.	
	1.8 CPD – music features as rolling programme of foundation.	N/A	N/A	N/A	
	1.9 Homework – music is an optional homework project in Summer B as part of the foundation subject half-termly homework policy.	All classes produce music homework in one of the half-terms.	Add a music topic homework to one of the half-terms.	Review homework policy. Discuss with curriculum manager.	
	1.10 Monitoring and Evaluation – Music is part of the foundation subject M&E process.	Introduce pupil book study to further improve this progress.	School improvement plan 24-25 introduces this and training is planned.	Pupil book study resources INSET.	
	1.11 Resources – children play glockenspiels as part of music lessons.	All children get the opportunity to learn an instrument.	Investigate WCIT through music hub.	Contact music hub.	
<b>2.Offer enriching activities, event and experiences</b>	2.1 Extracurricular – Weekly KS2 choir.	Increase numbers of singers and increase retention of singers across the school year.	Create an incentive scheme to encourage children to continue singing from Year 3 -6. (badges/medals/certificates)	Purchase badges or similar reward for singers.	
	2.2 Extracurricular – Violin, Flute and Clarinet peripatetic lessons (4 hours a week in total).	Ensure high retention of children learning instruments.	Create an incentive scheme to recognise commitment to learning and instrument.  Annually review the options for peripatetic lessons. Decide if we need to offer different instruments.	Buy certificates/badges for musical instrument player incentive scheme.	
	2.3 Out of school achievements – children	N/A	N/A	N/A	

	bring in certificates and share achievements out of school. Some share music experiences and achievements.				
	2.4 Extracurricular – School Based Ensemble.	Children playing regularly at school based ensemble concerts through Services for Education.	Continue to participate in school Youth Proms and Gala Concert.	Continue with school based ensemble with SfE.	
	2.5 Live Music performances – visit from musicians from SfE.	Increase opportunities to hear live music.	Look into CBSO music visits. SfE music performances. Local secondary school links.	Subject lead to network with SfE and secondary schools.	
	2.6 Whole school singing day – Sing- Up Day. School has participated in whole school enrichment day.	Continue to participate in enrichment opportunities.	N/A	N/A	
	2.7 KS2 Choir won the Christmas Radio Stars competition.		N/A	N/A	
	2.8 Festival and religious celebrations. Whole school singing and music features heavily in Harvest/Christmas/Easter performances.		N/A	N/A	
	2.9 KS2 participated in Young Voices event at Genting Arena.		N/A	N/A	
<b>3.Work together to remove</b>	3.1Pupil Premium – Staff know who PP are and use classroom strategies to maximise participation.	N/A	N/A	N/A	

<b>barriers and ensure equality</b>	3.2 SEN – adaptive teaching applied by staff.	Staff to use 5-day approach to develop teaching strategies and marginal gains with music teaching.	INSETs to continue to develop 5-day approach and how it can be used in Music lessons.	INSETs.	
	3.3 EAL – school website has a translating tool for parents with English not as first language.	N/A	N/A	N/A	
	3.4 Peripatetic lessons are heavily subsidised by school to ensure lessons are affordable for parents and families.	N/A	N/A	N/A	
<b>4. Build independent and resilient learners who are able to communicate confidently</b>	4.1 Peripatetic retention – high numbers of children dropping instrument lessons.	Increase in children retention when learning an instrument.	Subject lead and peripatetic teachers to keep a track on who stops lessons and reason for stopping.	Retention lists.	
	4.2 Children’s voice – Conversations with children reveal how children enjoy music and it makes them feel good.	Increase children’s voice in school about music.	Regular conversations with children – taking on board areas they want to see improve and get better.	Create a music committee to meet every half-term to feed back on children’s views and ways to improve.	
	4.3 – Extra-curricular - Children join extra-curricular music groups i.e. choir and orchestra.	Use Sing-up as a tool to encourage children to sing at home.	Create pupil log-ins for Sing-Up.	Log-ins for Sing-Up.	
<b>5. Listen to and treat each other and all members of the community with respect,</b>	5.1 Singing assembly – singing assembly every other week brings year groups together to participate in communal singing.	Singing assemblies become more pupil led.	Create singing prefects/leaders amongst older pupils to role model for younger pupils.	Applications/auditions and interviews to become a singing lead.	
	5.2 Unit plans in the curriculum set out links to Grendon Goals	Children will be able to communicate how music	Teachers explicitly use the language of UNICEF and	Unit plans to show British Value links and UNICEF rights.	

<b>tolerance and concern</b>	(including UNICEF Rights and British Values).	teaching links to the Grendon Goals.	British Values when teaching music units.		
	5.3 – Singing takes place in assembly and lessons.	Increase singing across all aspects/areas of the school.	Investigate Ex-Cathedra Singing Playgrounds.	Enquire about the Singing Playgrounds.	
	5.4 Kapow and sing-up looks at songs and musical styles from a range of cultures and traditions.	N/A	N/A	N/A	
<b>6. Recognise ability, maximise potential and prepare children well for their future and life in modern Britain</b>	6.1 Music Concert – Children who learn instruments and sing in choir have opportunity in 2 school music concerts a year.	Concerts to be pupil led and celebrate the commitment and progress of the instrument players.	Develop music prefects to lead school concerts.	Applications and auditions.	
	6.2 Music grades – numbers of children completing music examinations on instruments is low.	Increase numbers of children being entered into ARBSM instrument grades.	Encourage new instrument starters in Year 3 carry on with learning instrument until end of Year 6.	Subject lead to meet and liaise with peripatetic music teachers to maximise progress.	
	6.3 Music workshop takes place in Year 2.	Add extra ‘chocolate chips’ to enhance children’s experience and increase opportunity.	Create an extra educational visit/workshop in another year group to give children chance to increase opportunities and potential for children.	Research educational visits/workshops.	
	6.4 Some children have auditioned for Central Ensembles.	Continue to develop children’s playing and direct towards auditioned ensembles by Year 5/6.	Use school ensemble to continue to promote opportunities to participate in music activities outside of Grendon Primary School.	Liaise with SfE.	