

## Music Development Plan

School: Shefford Lower school  
 Trust/local authority: Central Bedfordshire  
 Local music hub: Inspiring music  
 Music lead: A. Mansell  
 Music specialist (if applicable): A. Lawson  
 Headteacher: P. Ross

Date written: December 2022

Review date: Jan 2025

	<b>Music Development Plan</b>
<b>1 – Overall objective</b>	<p>At Shefford Lower School we believe that the implementation of music provides a valuable educational, social and cultural experience that will fulfil personal and academic achievements. Pupils will get the opportunity to learn an instrument, perform to an audience and enhance their music overall music knowledge.</p> <ul style="list-style-type: none"> <li>• Listen and appraise a variety of different genres and historical pieces. Children will be able to understand the musical elements within each piece.</li> <li>• Explore a range of instruments, notation, and rhythmic patterns.</li> <li>• Engage in musical conversation, commenting on specific likes and dislikes in relation to music. This will include the use of key music terminology.</li> </ul>
<b>2 – Key components</b>	<p><i>List the key components that will make up the music provision in your school. The list below is an example and should be adapted for your school.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Broad curriculum including peri unit within each year group</i></li> <li>▪ <i>Key vocabuarly</i></li> <li>▪ <i>Listening and appraising unit</i></li> <li>▪ <i>Topics that cover the history of music</i></li> <li>▪ <i>Music technology club</i></li> <li>▪ <i>Music ensemble club</i></li> <li>▪ <i>KS1 &amp; KS2 choir</i></li> <li>▪ <i>External guitar, piano, drumming, woodwind peri teachers</i></li> </ul> <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> <ul style="list-style-type: none"> <li>▪ <i>Continuation of partnership with inspiring music (although Samba unit is to be cut from budget) and be replaced with unit taught be in house peri teacher.</i></li> <li>▪ <i>Inspiring CDP training (October 2022)</i></li> <li>▪ <i>Staff CPD training – led by music lead (January 2023)</i></li> </ul> <p><i>Whole school singing assemblies take place every Thursday. The assembly incorporates a range of different songs that the pupils learn, including a variety of genres. Weekly music vote supports array of music genres from</i></p>

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	<p><i>around the world and democracy as pupils vote for their favourite piece of music.</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 school singing assemblies</i></p> <p><i>Performance opportunities</i></p> <p><i>Musical engagement with feeder secondary schools</i></p> <p><i>Additional funding from hub/charities/fundraising</i></p>
<p><b>3 – Classroom instrumental teaching</b></p>	<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>Year 1 – Ocarina, choir, recorder, drumming</p> <p>Year 2- as above</p> <p>Simple notation, beginning with simple note representation and building up on. Majority of instrumentation lessons are free. Peri lessons from outside agencies, charged at a termly rate.</p> <p>Year 3 - Glockenspiels/Singing superstars (inspiring)</p> <p>Year 4 – Ukuleles</p> <p>Progressing with notation and moving on to chord progression.</p> <p>Glockenspiels will support with notation ideas, as well as octaves, scales and peri specific terminology.</p> <p>Year 5- Keyboards</p> <p>Year 6 -Keyboards</p> <p>Further progression of notation, chords, how to improvise and compose songs building on all of previous knowledge.</p>
<p><b>4 – Implementation of key components</b></p>	<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>

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	Term	Year 1	Year 2	Year 3	Year 4
	Autumn Refer to MMC	Hand held percussion  - Lots of games, developing basic skills (look at charanga spiral development) - Singing games - don't clap this one back - Point to where the sound is - Hot/cold game (dynamics)	Classical westernised music (relate to British composers in line with topic) - Wild symphony - glocks	Blues -singing -glocks	Ukulele
	Spring	Hey you (chime bars)	Ocarina	Sing Up (inspiring music)	Royal opera house (the magic flute)
	Summer	Narrative music (carnival of the animals) -Dunstable zoo in the future - Wild symphony	I wanna play in a band (continuation using ocarina, led by class teacher) -glocks	Three little birds (glocks)	Lean on me Yu studio? -Leavers
<b>5 – Communication activities</b>	<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. <a href="#">Click for an example from Lakeside Primary.</a></i></p> <p>Weekly music update included within the newsletter. Use of school Facebook page to update and inform parents/carers of additional information or dates. <i>Regular parentmail to communicate music lessons</i></p>				
<b>6 – Evaluation process for the success of the Music Development Plan</b>	<p><i>Decide how you are going to track whether the plan is working. Include timeframes for progress meetings.</i></p> <p>Regular staff meeting, learning walks, discussions with staff to gain teacher voice, pupil voice. Refer to action plans and milestones (now on a 3-year cycle).</p>				
<b>7 – Transition work with local secondary schools</b>	<p><i>Successful consistent link with music leads at RBA and Sam whit.</i></p> <p><i>Transition days ease process.</i></p> <p><i>Music instrumentation information passed on.</i></p>				

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<b>8 – Budget materials and staffing</b>	<i>Current budget remaining - £600 Keyboard order of x32 made last academic year Include details of budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. School CPD planned out to deliver to all teachers with updates.</i>
<b>9 – Pupil Premium and SEND provision</b>	<i>Clubs offered first to PP pupils. Lessons are adaptive appropriately to meet the needs of all. This may include different instruments for some. Ensuring equity not equality. PP offered music clubs first. Lots of free music clubs delivered.</i>
<b>10 – Summary Action Plan</b>	<i>Write a list of immediate actions – make them SMART (specific, measurable, achievable, relevant, time-bound). Pending due to new action plan being written.</i>

## **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](#)