

Music Development Plan template for primary schools

School: Haworth Primary School

Local music hub: Bradford Music Hub

Music lead: F.Lacey

Headteacher: P.Howe

Date written: 27.6.24

Review date: 27.6.26

1 – Overall objective/ vision	<p>To provide a rich, diverse, and progressive music curriculum for all children (including during school hours and before/after school). This will be delivered through outstanding music teaching and leadership.</p> <p>Opportunities to learn musical instruments, and participate in ensembles in school, along with regular performances, both in and out of school will showcase our children and make our school a leader in music education within the local community and beyond. Exposure to different live music performances through creating links with local music groups and taking advantage of any opportunities from the local music hub. This will also maximise cultural capital for all our children, their overall wellbeing and confidence, while creating a supportive community of music making.</p>
2 – Key components	<p>Music curriculum – minimum of 45 minutes per week per class Classroom instrumental teaching (Year 3); Progression from classroom instrumental teaching (Year 4); Small group & 1-1 teaching; Visiting music teachers Links with external music organisations Pupil Premium student engagement Succession planning and CPD School choir Whole school singing assemblies Performance opportunities within school and to external audiences Community links with other schools/music groups Funding & Staffing</p>

<p>3 – Classroom instrumental teaching</p>	<p>KS1 – Using percussion instruments to feel a pulse and create rhythms Year 3: Whole class ukulele (for a whole year) led by instrumental specials from Bradford Hub. Instruments owned by school. Year 4: Glockenspiel taught by class teacher alongside Charanga units for one term. Used each half term after that. 8 children (including PP) to have continued instrumental teaching in another instrument (provided and delivered by Bradford Music Hub – all year) Year 5/6: Recorders taught by class teacher alongside Charanga units for one term. Used each half term after that. Rocksteady music delivered every week in school (paid for by parents – some places funded by school/PP)</p>
<p>4 – Implementation of key components</p>	<p>Music curriculum – EYFS, KS1, KS2, SEND. Charanga website used to structure scheme. LTP set out highlighting the musical genres studied and focus skills for each unit. MTPs produced for each year group to support with teaching of each music unit. Summer term all year groups to access the model music curriculum. Each class timetabled to use the Music studio as a designated space for Music lessons. Progression of skills document produced to illustrate the progression in each key musical area: Singing and vocal work, playing and performing, improvisation, composition and listening and appraising.</p> <p>Classroom instrumental teaching – see box above.</p> <p>Progression from classroom instrumental teaching – continued lessons for 8 children in Year 4</p> <p>Visiting music teachers – work with music service and Rock Steady music</p> <p>Links with external music organisations – to support recruitment of children for instrumental and before/after school activities, alongside inspiring future musicians and opportunity to see a live concert. Participating in Young Voices. Attending any opportunity shared by Bradford Music service. Rock Steady Music.</p> <p>Pupil Premium student engagement – offer financial support using PPG. Signpost to scholarships etc. Continuing Year 4 music lessons offered to children who are PP. Places funded by PP/school for Rock Steady music.</p> <p>CPD – staff questionnaires completed to enquire about confidence in teaching music. Bespoke CPD created accordingly. Work alongside Bradford Music service to deliver whole school CPD if needed.</p> <p>Choir/ensemble – whole school choir (approx. 45 children). Weekly rehearsals and numerous opportunities in the year to perform within school and out of school. Future: Set up small instrumental groups</p> <p>Whole school singing assemblies – whole school singing assemblies take place twice a week. A variety of songs from Sing up used each half term to encourage SMSC + British values as well as exposure to different musical genres. Music suggestions from the DFE used as walk in/walk out songs during assembly times.</p> <p>Performance opportunities – provide a range of performance opportunities for children in school and beyond for parents to attend: church services at Easter and Christmas, Carols by Candlelight, Haworth Light switch on, termly whole school assembly showcase, Young Voices, Year 6 end of year production, KS1 nativity, choir concerts, Summer fayre.</p>

	Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. PTA; local charities; fundraising in school from performances etc
5 – Communication activities	Add information about music provision across the school and beyond to the website and via the school Facebook. School ping used to communicate with parents of choir specifically.
6 – Evaluation process for the success of the Music Development Plan	Half termly meetings with faculty lead (P.Howe) about music. Refer back to action plan.
7 – Transition work with local secondary schools	Make contact with local secondary schools (Music Hub can help create links) for a conversation about transition arrangements for this academic year; have a summary document of all children currently having instrumental lessons, singing in choir, or attending ensembles ready for this meeting.... Also liaise with Secondary school HOD re; Y7 expected level of musical knowledge and understanding. Work alongside local high schools to create a joint performance/opportunity for the primary children to see the music provision/showcase of high school music.
8 – Pupil Premium and SEND provision	Update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision. SEND – with school's SENCo, review the access arrangements for SEN children within curriculum music lessons and beyond; review music curriculum with SENCo to consider special adjustments for children with additional needs. Places in music groups/continued music teaching offered and encouraged with PP children. PP children shown how to access any grants/opportunities for continued music learning.

9 – Summary Action Plan	<ul style="list-style-type: none">• Prepare Autumn CPD to introduce new LTP and MTP to staff• Hand out staff questionnaire to gauge confidence in teaching to inform future CPD• Make a list of all children receiving instrument teaching• Finalise details of WCT for Year 3• Get in touch with local high school to forge links/opportunities• Book all assembly showcases for the year and put on calendar• Subscribe to Young Voices with choir
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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](#)