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## ST. ALDHELM'S VA CHURCH PRIMARY SCHOOL

*Learning together for Life in all its Fullness - John 10:10*

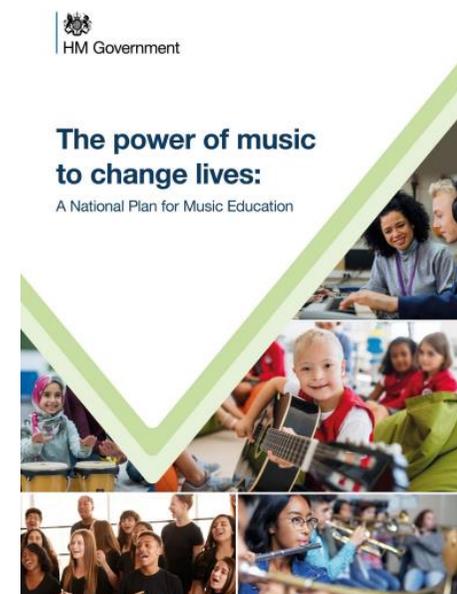
### Music Development Plan

**The power of music to change lives** - A National Plan for Music Education (NPME) – Department for Education: Published June 2022

The goals of the National Plan for Music Education are:

1. All children and young people receive a high-quality music education in the early years and in schools.
2. All music educators work in partnership, with children and young people's needs and interests at their heart.
3. All children and young people with musical interests and talents have the opportunity to progress, including professionally.

(National Plan for Music Education, 2022 – DfE)



<b>School:</b>	St Aldhelm's VA Church Primary School	<b>Music lead:</b>	Chloe Mason
<b>Date written:</b>	16.07.23	<b>Review date:</b>	June 2025

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## Our Vision for Music

To enable all children to learn, sing, play an instrument and create music together and to have the opportunity to progress their musicality and develop their interests and talents.

### The Purpose of Our Vision for Music is to:

- Share the power of music.
- Encourage, promote and value a love of music.  
(The purpose of studying music)
- Enable children to express themselves and promote positive emotional wellbeing through and with music.
- Explore their creativity, flourish and shine.  
(How pupils can be changed by music)
- Build learning behaviours of resilience, independence, accuracy, collaboration, reflection.
- Learn and develop new and specialist skills and knowledge.
- Use music as an enabler to other interests and subjects.  
(What pupils will be able to do and experience)
- Learn together for life in all its fullness.
- Be inclusive for all and broaden horizons.
- Promote the church school values, particularly creativity, perseverance, community and thankfulness.  
(How music contributes to our school ethos)
- Enrich our lives and our community with the opportunities music has the power to give.
- Expose and promote the wide variety of musical genres, fostering further cultural and global diversity understanding.  
(Our ultimate goal)

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## The Self-Evaluation Tool

The tool is split into the following sub-headings and should be seen as a formative, ongoing process:

**In the classroom:** This section focuses on the statutory requirements of music education, including the taught curriculum and curriculum progression routes across the key stages. It also includes consideration of the space and resources necessary to teach music effectively.

**Beyond the classroom:** The focus of this section is the provision beyond curriculum music, including co-curricular activities, individual and small group teaching, and performance opportunities.

**Leadership and management:** The staffing and training of staff is included in this section, including subject leadership and strategic thinking. The School Music Development Plan is a key part of this section.

**The community and partnerships:** This section considers the role that music plays in the wider community, including how a music department can work in partnership with their Music hub and other stakeholders, including the wider music education sector.

The self-evaluation tool includes the following four levels that outline how schools could build their provision over time:

**Focusing:** The school is beginning to focus on this area. Action is taken to achieve this by the school, but it is either minimal, not successful, or in its early stages.

**Developing:** The school is actively trying to develop this area. Several different actions are being taken over a sustained period of time, which are beginning to show progress, even if in their early stages. The actions taken are more developed than in focusing.

**Establishing:** Over time, the school has established provision that shows successful implementation of this area within the school's music education offer.

**Enhancing:** Over time, the school has created nationally significant provision that is able to have impact at scale. Schools that identify themselves in this category could be considered for the 'Lead School' role with their Music Hub. The evaluation process places the improvement and enhancement of the school's music education provision at the heart of the school life. New and innovative ways to meet this sub-heading area are in place or are being developed in the school.



	<b>Focusing</b>	<b>Developing</b>	<b>Secure</b>	<b>Enhancing</b>
<b>In the classroom</b>	<p>Music is delivered ad hoc and not in every year group, it is not accessible to all.</p> <p>Discussions are in place to deliver WCET</p> <p>Progress is not measured/limited.</p> <p>Second year of Charanga. Formative assessment taking place. → Summative assessment 2024</p> <p>Limited resources are available.</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>A one/two term WCET project is delivered, by Somerset Music or in house, with a performance.</p> <p>Students engage with schemes of work and skills are developed. Teachers' assessment is evident.</p> <p>There is adequate space and resources for teaching, including class sets of tuned and untuned instruments.</p> <p>Continue to increase musical instrument resources.</p>	<p>Music is timetabled for at least one hour per week and follows the NC/MMC.</p> <p>WCET is delivered for the academic year, by Somerset Music or in house, with regular performances and the opportunity to develop skills through instrumental lessons.</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>Students with SEND are able to participate and progress well (supported by technology, tools and adapted instruments) Space</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> <p>WCET is delivered for the academic year, by Somerset Music or in house, with regular performances and the opportunity to continue to learn the instrument. Additional WCET is delivered to other year groups/classes.</p> <p>Progress is measured and assessment informative. Planning takes into account KS3 expectations.</p> <p>There is a designated music space within the school. Further opportunities to broaden resources through the</p>

		→ Sound Foundation Grant	and resources allow breadth of curriculum for all students, including music technology.	community/Sound Foundation Somerset (SFS)/external organisations.
<b>Beyond the classroom</b>	<b>Focusing</b>	<b>Developing</b>	<b>Secure</b>	<b>Enhancing</b>
	<p>Singing takes place infrequently.</p> <p>Facilitation of one to one and small group tuition is limited and inconsistent.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged.</p> <p>The school facilitates one to one and group tuition. Students and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</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>The school facilitates a wide variety of instrumental lessons which can be accessed by all students and take place throughout the school day with no barriers. Performance opportunities are available for the students having lessons. Practice spaces are available for students. Students are signposted to musical groups e.g. Somerset Music county groups.</p> <p>Geographically too far away for many county groups. Children</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>There is no music progression strategy in place.</p> <p>There is no regular choir.</p> <p><b>There is no regular ensemble.</b> →Recorder Ensemble. Charanga has a resource.</p> <p>Performance opportunities are ad hoc and not regular.</p>	<p><b>A music progression strategy is in place.</b></p> <p><b>There is a school choir who rehearse weekly and is accessible to all (no timetabling/financial barriers).</b></p> <p>There is an ensemble who rehearse weekly and is accessible to all (no timetabling/financial barriers).</p> <p>Access to co-curricular activities gives regular opportunities for performances for all pupils.</p>	<p>signposted to local theatre groups for singing.</p> <p>The music progression strategy is fully inclusive and accessible for all students.</p> <p>There is a school choir, led by a music specialist who rehearse weekly and practice healthy singing. The choir is accessible to all students and performs regularly in/out of school.</p> <p>There is an ensemble, led by a music specialist who rehearse weekly and are aware of instrument specific issues. The ensemble is accessible to all students and performs regularly in/out of school.</p> <p><b>Musical performance is a prominent part of school life. Every student has the opportunity to perform regularly in school and in the wider</b></p>	<p>The music progression strategy includes links to the further music community/music profession and the pyramid of music progression for students.</p> <p>There are multiple singing groups led by a vocal expert. These are accessible to all students and perform regularly and in an area/national setting.</p> <p>There are ensembles led by instrumental experts. These are accessible to all students and perform regularly and in an area/national setting.</p> <p>Students are able to take leadership roles in musical opportunities.</p>
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	<p>There is no regular access to live music performances.</p>	<p>Some live performances are catered for at school/school visits. These are available to all students.</p> <p>Peripatetic teachers play in Spring Concert.</p>	<p>community/SFS. In-school musical events take place at least twice a term.</p> <p>Spring Music Concert. Whole School Music Festivals. Key Stage Performances December and July. Church Services.</p> <p>External musicians visit school to perform. Students are given opportunities to see live performances outside school. All students are able to access these opportunities.</p> <p>BSO school visits. Theatre Groups including musicians.</p> <p>→Students from secondary schools (Downside, Whitstone) perform to children, meeting GCSE expectations.</p>	<p>The school is actively involved in national, large scale events</p>
<p><b>Leadership and</b></p>	<p><b>Focusing</b></p>	<p><b>Developing</b></p>	<p><b>Secure</b></p>	<p><b>Enhancing</b></p>
	<p>Quality assurance takes place, not by a music specialist.</p> <p>There is a limited budget for music.</p>	<p>Monitoring of the curriculum delivery by a music specialist informs training needs and curriculum planning.</p> <p>The music budget is planned to support the delivery of the music</p>	<p>Consistent monitoring by a music specialist informs planning and training needs. Schemes of work are adapted accordingly.</p> <p>There is a significant music budget that is planned to support the delivery of music</p>	<p>Teachers are highlighted as best practice and work in schools across the area.</p> <p>There is a significant music budget that links to the five year</p>



	Focusing	Developing	Secure	Enhancing
<b>Community partnerships</b>	Engagement with SFS (the Music Hub) is inconsistent.	The school takes up opportunities from SFS (the Music Hub) and signposts opportunities for students. Make the Sunshine. Newsletter promoting local opportunities.	The school makes the most of a wide range of opportunities from the SFS (the Music Hub).	The school is a leading school in the local community and with SFS (the Music Hub).
	Small-scale performance takes place in the community, building on existing school links.	Community links with music are established, and regular events take place throughout the school year.	Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits.	There is a co-ordinated programme of community events, planned in partnership.
	Some parents and carers support music-making in the school by attending events.	Parents and carers actively support music making, through support at events and through home learning. Rehearsing/supporting practice at home.	The views of pupils and parents have been considered when developing music provision. Pupil Voice Parent Surveys – balanced curriculum. New parents – music opportunities contribute to decision to come to St Aldhelm’s.	Parents/carers and the wider community are actively involved in school music making.
	Limited signposting to music opportunities within the wider community/SFS takes place.	Students are signposted to music opportunities within the wider community/SFS.	The school actively signposts all students to music opportunities within the wider community/SFS	The school actively signposts all students to music opportunities within the wider community/SFS and facilities opportunities for

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		For intermediate or advanced sessions, shared with families of children learning an instrument who meet the required standard.	and funds opportunities for them. Make the Sunshine theatre and music opportunities promoted. Local organiser obtains grants for reducing costs. Promote music opportunities in newsletter for all to access.	students from other schools within their own school setting.
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**Further points for consideration:**

Composing and creating music

Creating music is another core tenet of the NC and should be explored from the start of a child’s school music education. Teachers may find it useful to consider the details provided by the Model Music Curriculum.

Listening

Listening to music is fundamental to musical understanding, and so is at the heart of the music curriculum. By learning to listen critically, students not only expand their musical horizons but also gain a deeper understand of the context of when a piece of music was written, how it is constructed and the impact it can have on the listener.

Teachers should be proactively inclusive in their approach to choosing repertoire for listening and may find it useful to consider the repertoire suggested in the MMC.

Pupil Voice

The inclusion of pupil voice is important to inform planning, repertoire selection and school events.

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## Music Development Action Plan:

Action	Who	How	Resources/cost	Somerset Music/SFS support	Complete by
Review Charanga Music Curriculum for engagement, impact and progress from this year's starting point.	CM	Staff meeting to gather Staff and Pupil Voice.  Monitor music lessons by visits to classrooms.	Staff Meeting time  CM monitoring time		January 2025  Autumn 2024
Provide and deliver Staff CPD to build confidence, skills and knowledge.	Somerset Hub	Research different platforms and websites to find supportive resources. Use Charanga videos under CPD section: Overview 'About this Unit'  Staff Meeting focus –Improvisation.	SL time  Staff Meeting time		Spring 2025  Spring 2025
Support teachers to assess and record progress within year.	All teachers	Teachers continue to make formative assessment within each unit. Evidence learning. Use Seesaw? Share with Subject Lead CM.  Teachers make overall summative assessment. Reported to Subject Lead, CM, and within Annual Report to parents. Shared with Link Governor to feedback to FGB.	No additional cost. Part of PPA time.		End of each term: Dec 2024, March 2025 & June 2025  End of each academic year: July 2025
Start an musical theatre club	CM/ external teacher	Decide on focus and target Timetable/offer as After School Club			Summer Term 2025

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Review individual music lessons and provide children with development opportunities.	Peripatetic teachers CM	Survey Questions to assess engagement, effectiveness and impact.  Explore further steps to develop. Signpost to local or county groups.	CM SL time		Spring Term
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**Action Review:**

	Autumn Term	Spring Term	Summer Term
Action 1 Review Charanga Music Curriculum for engagement, impact and progress	Monitoring observations		
Action 2 Provide and deliver Staff CPD to build confidence, skills and knowledge.		Staff Meeting Term 3	
Action 3 Support teachers to assess and record progress within year.	Music update email Term 2 Assessment December 2024	Assessment March 2025	Assessment June 2025
Action 4 Review individual music lessons and provide children with development opportunities.		Parent Survey and Pupil Voice Term 3	