

Music Development Plan

School: Clayton Village Primary School

Trust/local authority: Bradford

Local music hub: Bradford Music and Arts Service

Music lead: Alisha Devanney

Music specialist (if applicable):

Headteacher: Heidi Rahim

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	Music Development Plan
1 – Overall objective	<i>We want our children to develop a love for music through a wide and rich musical curriculum and experiences.</i>
2 – Key components	<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"> • Music curriculum – Charanga original scheme. • Classroom instrumental teaching – using the glockenspiels • Links with Music and Arts Service • Choir – Year 2-6 – Every Wednesday morning • Whole school singing assembly every Wednesday morning • Working with Rowan Russell from Dixons school for singing • Choir engaging with the wider community through termly performances at the local church with local choirs. • Music lead CPD continuous throughout the year with Music and Arts Service. • Rocksteady company providing small group band lessons across Year 1 – Year 6. • Ukulele whole class ensemble with Music and Arts Service – Year 4 and 5. • Opportunities to perform in assemblies and end of year performances. • Opportunities to perform at events throughout the community (care homes, church, Windrush events, St Georges Hall)

<p>3 – Classroom instrumental teaching</p>	<p>Reception to Year 6 follow the Charanga original scheme so each member of staff have the basic knowledge to lead a music lesson.</p> <p>Class teachers are used as often as possible to teach whole class music lessons. PPA cover is sometimes used as we don't have any music specialists across school.</p> <p>Instruments are funded through free funding opportunities and also whole school fundraising events.</p> <p>Lessons are inclusive through ensuring the right support is in place for children with additional needs so they can access every music opportunity. This includes children accessing singing assembly and whole class instrumental lessons.</p> <p>Moving forward we would want all class teachers to teach whole class music lessons to provide consistency across school. Next year we are looking to move to the Model Music curriculum scheme.</p>
<p>4 – Implementation of key components</p>	<p>Music is taught from Reception to Year 2 both in provision and whole class teaching. 30 minutes of their 1 hour music curriculum a week is used during a weekly singing assembly.</p> <p>In Year 3 and Year 6, music is taught as a stand alone subject for 30 minutes each week alongside a 30 minute singing assembly each week.</p> <p>In Year 4 and 5, they have ukulele lessons from the Music and Arts service each week for 30 minutes alongside the 30 minutes of singing assembly. They also teach the music curriculum across the year as well.</p>
<p>5 – Communication activities</p>	<p>To communicate with parents regarding our music curriculum we use Twitter mainly. Twitter is used to post events that happen in school and also the children's achievements during lesson times and music practise. We also have awards for singer of the week in singing assembly which also is shared on Twitter.</p> <p>Seesaw is used to upload videos of the children working in music lessons. This includes singing practise, playing the instruments, warm up games etc. This can then be used to showcase to parents/ carers but can also be used a tool to evidence this into our Big Book.</p> <p>We also use the website to update parents/ carers of our music curriculum and events that happen in school. Parents/ carers are also invited in to watch performances both in and out of school and are always encouraged to attend with their child.</p>

<p>6 – Evaluation process for the success of the Music Development Plan</p>	<p>Each half term we evaluate the Music Development plan and use this to influence what targets we focus on in the future. We also use it as a running document that changes each time something new happens.</p> <p>I also monitor lessons to watch teaching take place. Work with teachers for their music planning. Lead staff meetings to update staff about changes to the curriculum and expectations.</p> <p>We also have Big Books where teachers can showcase what the children have been learning and have been trying to make this as engaging as possible.</p>
<p>7 – Transition work with local secondary schools</p>	<p>We have choir concerts each term at our local church so will encourage any secondary school choirs to come and join us in our performances.</p> <p>We also work with linking schools where this is sometimes a focus. When we take part in music events through the Music and Arts service the children are exposed to the music that goes on at local secondary schools in Bradford.</p> <p>Transition to local secondary schools is something we would like to develop as a school further next year.</p>
<p>8 – Budget materials and staffing</p>	<p>We are currently subscribed to Charanga and use the original scheme with the vision of moving forward to the Model Music Scheme next year.</p> <p>We have a full class set of glockenspiels that is being used throughout school. We have other instruments that we use for rhythm work as well.</p> <p>We have a subscription to Sing-Up which we use for our choirs and singing assemblies as well.</p> <p>We encourage class teachers to teach whole class music lessons however this is still sometimes being used for PPA cover.</p> <p>Music lead is available for teachers to work with for planning and also leads staff meetings to help with staff CPD.</p> <p>We take part in free funding as much as possible to increase our resources in school.</p> <p>We work with the Music and Arts service for our ukulele lessons. We work with Rowan Russell from Dixons school to help with our singing curriculum.</p>

9 – Pupil Premium and SEND provision	<p>The children with SEND who are in other provisions (not in whole class) are timetabled to take part in singing assemblies and also take part in whole class music lessons.</p> <p>Extra staffing is used to ensure that children are also able to access performances both in and outside school.</p> <p>For PP children, they are encouraged to take part in our choirs and performances both in and out of school. They are also targeted for after school clubs as well. We also have 4 funded places for Rocksteady lessons for the children</p>
10 – Summary Action Plan	<ul style="list-style-type: none">• Charanga scheme to be used consistently across school from R to Y6.• Glockenspiels to be used for whole class teaching when following the Charanga music scheme.• Children to be confident singers.

*Written for Music Teacher by **Karen Marshall**. As well as being a house author for Faber Music and a writer for Collins Music and ABRSM publishing, Karen Marshall is a practising primary music specialist (reception to Year 6) and lead in two York primary schools. She also teaches through her charity work for the British Dyslexia Music Committee supporting neurodiverse learners. She launched her writing career back in 2010 with Music Teacher magazine and continues to be a regular contributor.*

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](#)