

Music Development Plan

Wheatcroft Community Primary School |

Date of adoption:

Review:

Lead for this plan: Miss S Andrews

Links:

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Music Mark's resource page](#) for the English National Plan for Music Education

Hub Local Plan for Music Education

Trust Music Development Plan *if relevant*

School Improvement Plan

Music Policy

Charging policy for extra-curricular activities

Remissions policy (if separate to the charging policy)

Music at Wheatcroft

Curriculum Music

area	what happens now	what we would like to see	link to actions
Overview	<u>Scheme of work</u> Curriculum music planning based on the North Yorkshire Scheme of Learning. Key Stage two units are adapted to the school. Planning uses a vocal aural approach to teaching music. <u>Delivery of curriculum music</u> Class teachers teach curriculum music in EYFS and Years 1-3. Music lead teaches: music in Year 4-6 EYFS/KS1 singing session KS2 singing session Whole class instrumental teaching in Year 3 (recorders) and Year 4 (range of orchestral instruments) <u>Timing</u> KS1 has 30 min class music lesson + 20 mins singing session + singing at other times of the school day. LKS2 has 30 min curriculum music lesson + 30 mins WCET + 20 mins singing. UKS2 has 40 min curriculum music lesson + 20 mins singing. <u>Progress and attainment</u> Music is assessed on an ongoing basis – assessment points at each step in medium term planning and learning outcomes identified for each unit based on the school's progression document.	Actions in response to the Model Music Curriculum: • Reorganisation of subject overview and some music units in KS2 to ensure progression in composing and performing. Consideration of components of composition when planning – especially for UKS2. • Development of listening strand throughout school. More complete collection of evidence for assessment/exemplification – video/written work etc	Ref number of relevant action(s)

area	what happens now	what we would like to see	link to actions
	Progression document outlines intended attainment at each phase in three strands – listening, playing and performing (including singing), improvising and composing. Summative assessment data collected at the end of each year by music lead. Attainment with respect to expected outcomes reported to parents on pupil annual reports.		
Whole Class Ensemble Tuition	<u>WCET in the curriculum</u> WCET delivered by music lead: • Year 3 whole class recorders, all year. • Year 4 ‘Band project’ all year (choice of violins, cellos, flutes, clarinets, saxophones, trumpets, trombones). <u>Resources</u> School has range of classroom percussion instruments (tuned and untuned), boomwhackers, WCET instruments, piano/keyboards <u>Continuation</u> Children can take instruments home to practise. Technically competent children encouraged to join school orchestra after end of Y3 recorder project. Children encouraged to take up small group or individual lessons with the music service at the end of Y4 ‘band project’. Pupil Premium funding used for relevant children for group lessons. Music lead keeps track of children having extra-curricular instrument lessons in school and out of school – survey done every year. Instrumental players encouraged to join school orchestra once technically competent enough.	In-school opportunities to practise instruments – need to consider space and supervision. Co-curricular recorder group to build on class learning/extend learning after the end of Year 3. More children transferring to music service lessons at the end of Year 4. More children keeping going with musical instrument lessons until end of Year 6 (and beyond). Some ‘band project’ instruments and cases becoming quite old – may need servicing/replacing in next few years. Funding implication.	

area	what happens now	what we would like to see	link to actions
	<u>Instruments</u> Children can buy or borrow a recorder. Band project instruments provided by school - allocated to individual children for the year once instruments have been chosen/matched with children. Other whole class playing opportunities provided in curriculum music in Year 5 and 6 – African drumming, Samba, boomwhackers.		
Singing	Aim to sing every day in school – in music lessons, assemblies, singing sessions, wider curriculum, as part of the school day. Some classes sing more than others. Less singing further through the school. Progression of singing skills embedded in curriculum planning – finding the singing voice, awareness of pitch, singing in parts. Singing assessed as part of music curriculum (see above). Children encouraged to join extra-curricular singing activities – Musical theatre (KS1), Singing Squad (KS2)	All classes sing every day in the classroom in addition to assemblies/singing sessions etc. Core list of songs for each class including those from music curriculum as well as songs matched to linked learning themes. All core songs resourced and easily accessible for all teaching staff to use.	
Instrumental music	<u>Classroom instruments</u> Use of classroom percussion instruments is part of most curriculum planning units. Range of classroom percussion instruments available – tuned and untuned; boomwhackers, hand bells, some keyboards. Some opportunities to use own instruments in Year 5 and 6 for playing/composition lessons if children are technically competent.		

area	what happens now	what we would like to see	link to actions
	Classroom instruments audited by subject leader and replaced as necessary. Budget requested when required. <u>WCET</u> Recorders purchased each year – sold on to children or lent out. WCET instruments as outlined above. <u>Music service lessons</u> Children hire/purchase own instruments Pupil Premium/FSM – school funds hire of instrument		
Technology	Limited use of technology to support playing and composition: Y5: Chrome Music Lab used to support rhythm composition – useful in experimenting with polyrhythms. Web based resources used to support listening and singing: Singing • Active Music Pick ‘n’ Mix (free subscription via Music Hub) • SingUp free resources section • PopUK (free subscription) Listening: • BBC Ten Pieces • ABRSM Classical 100/Classroom 200	Develop use of Audacity to record/engineer music in UKS2 – African polyrhythms (Y5), Samba rhythm patterns (Y6). Useful when needing to build layers of sound/loop rhythmic patterns (following Y4 computing unit on using this programme) Possible use of Garage Band on iPads for composition – Y6 Structure: songwriting unit?	
Opportunities to experience live music performance	Recent opportunities – <u>Visiting musicians</u> • Image Musical Theatre – singing (school funded)	Planned series of opportunities to experience live music through the year – organise into yearly calendar/intentional list.	

area	what happens now	what we would like to see	link to actions
	• Salvation Army band Christmas carols – brass band (free) • Kathy Seabrook – music sessions with EYFS/KS1 including playing piccolo/flute/saxophone. (£2.50 per child; children asked for voluntary contribution of £2) • Music Service musicians – concert and demonstration of different instruments to encourage children to want to take up instrumental lessons (free). <u>Teachers/school staff</u> Music lead and Mrs Stuart sometimes play as children come in to Friday assembly. <u>Opportunity to hear other children</u> School orchestra and/or Singing Squad perform in harvest festival/Christmas production. Year 3 recorders and Y4 band perform in school summer concert. Individual children also perform in summer concert – other KS2 children to watch.	Opportunities to hear other staff play music/sing. Opportunities for individual children to play in assembly/as children come in to assembly.	

Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see	link to actions
Overview	Music is identified as a driver of the wider curriculum at Wheatcroft – music, with an emphasis on singing, used within other subjects and as part and parcel of the school day. Opportunities to use music to drive the curriculum are identified on linked learning theme planning (topic webs), and implemented by class teachers. After school music clubs: • Musical Theatre • Singing Squad • Orchestra • Bucket Club	Co-curricular recorder group to build on class learning/extend learning after the end of Year 3. Music technology club eg Garage Band?	
Singing	<u>Singing as a driver of the curriculum:</u> Singing as a driver of the curriculum embedded more in some classes than others. Less singing further through the school. All children sing in assemblies – usually accompanied by piano <u>After school singing clubs:</u> • Musical Theatre (KS1) – run by Mrs Sweeney Chisholm. Free to children, school funded. Backing tracks used. • Singing Squad (KS2) – run by Miss Andrews (music lead). Accompanied by piano and backing tracks. Opportunity for all KS1 and KS2 children to attend a singing club. Children encouraged to sign up via school clubs letter termly.	Singing embedded as part of the school's music driver of the wider curriculum throughout school. Core list of songs (resourced with backing tracks etc) for each Year group, linked to wider curriculum themes. Plan in KS1 Musical Theatre performance in school. Opportunities for Singing Squad to sing in the community?	

area	what happens now	what we would like to see	link to actions
	Singing Squad performs in harvest festival, Christmas performance and summer concert. Previous opportunities to perform out of school in the community eg local care home, YMCA carol concert – not since Covid		
Ensembles	School orchestra – led by Music Service, Miss Andrews/Mrs Stuart supporting Children who play instruments to a technically competent standard invited to attend. Bucket Club (bucket drumming) – led by music lead Open to Y6 children in Spring term – opportunity to include children not involved in more traditional music clubs. Orchestra perform at Christmas performance and summer concert. Small group from orchestra played in the café at school Christmas fair. Bucket club opportunity to perform in assembly/ summer concert.	Opportunities for orchestral players to play in assembly.	
Tuition	Instrumental tuition provided by Music Service – currently woodwind, strings, piano and voice. Brass available if requested. Small group or individual lessons offered. Letters sent home and instrumental lessons promoted towards end of Year 4 ‘band project’ by music lead and via Music Service performance/demonstration of instruments.	More children transferring to music service lessons at the end of Year 4. More children keeping going with musical instrument lessons until end of Year 6 (and beyond).	

area	what happens now	what we would like to see	link to actions
	Interested children in other year groups (KS2) also given information about how to access lessons at least twice per year or when interest is expressed. Assistance given to parents in navigating the system when needed/requested. Pupil premium funding used for group lessons for relevant children (FSM entitled to free group lessons via Music hub). Music lead tracks take up of instrumental lessons and out of school music lessons/activities and progress towards exams – survey children every year.		

Leadership

area	what happens now	what we would like to see	link to actions
Governing body	Lead Governor for Music – Chris Baxter Invited to attend school musical performances		
Senior Leadership Team	Music is identified as a driver of the curriculum as Wheatcroft as well as a curriculum subject in its own right. Staff meeting/training time is allocated for music development. Some subject leader time allocated on rota with other foundation subjects. Other time given for subject leadership of music when needed. Music, particularly singing, is talked about as a strength of the school. Music Mark School certificate is displayed in school entrance. Timetable allowances made for specialist teaching in KS2 classes (subject lead). After school music clubs are timetabled on different days to sports clubs to avoid clashes. SLT encourage children to involve themselves in music. OL runs Friday lunchtime music time on KS2 playground. Some curriculum enrichment days have been planned to have a musical focus.		
Subject leadership	Music subject lead – Sarah Andrews – SLE with specialism in music SA plans the curriculum – based on North Yorkshire scheme of learning (SA involved in writing this originally) with some adaptations for Wheatcroft, particularly in KS2, and matched to progression within the Model Music Curriculum. Plans written with non-specialist staff in mind.	Series of ‘Deep dive’ staff meetings on music (part of whole school sequence through foundation subjects) – review of intent and implementation of music curriculum at Wheatcroft. Keys points from Ofsted research review and subject report for music. Staff introduction to aims of new NPME.	

area	what happens now	what we would like to see	link to actions
	Subject lead keeps planning and progression documents up to date on the school server where everyone can access. Subject lead speaks with class teachers at the beginning of each year, or more often if needed, to check that all teachers teaching music have the planning/resources they need to deliver curriculum music. Delivery is monitored through pupil voice and observation of children singing/playing. Limited opportunity for lesson observation of other teachers due to timetable constraints. Subject lead keeps up to date via Music Mark including training eg. Ofsted music update annually. Subject lead attends training offered by Music Hub where appropriate. Subject lead requests time for and leads staff meetings/training on music when appropriate – to cascade information from training or to develop music in response to needs identified through staff conversations and monitoring. Subject lead produces and reviews music action plan each year. Subject lead coordinates and leads co-curricular music clubs. Subject lead liaises with Music Hub staff.		

Budget

area	what happens now	what we would like to see	link to actions
Budget for Music	Funding for music comes from school budget – not specifically allocated to music each year. Requests made to SLT/school business manager as needed. PTA funds could be requested for specific projects. Some Pupil Premium funding used to fund group instrumental lessons/instrument hire for qualifying children who are not FSM.		
Music income	No specific music income.	Income from tea/coffee/donations at musical events to be used for music? (Some collections have been made at school concerts in the past, but not since Covid)	

Partnerships

area	what happens now	what we would like to see	link to actions
Partnerships with schools	No local network in place currently. Music subject lead is SLE for music and has run music networks and training for the coastal area in the past (via local authority, Music Hub then Scarborough Teaching Alliance).		
Partnership or relationship with local music service or Music Education Hub	North Yorkshire Music Service run group and individual instrumental lessons in school – pupils (parents) sign up via Music Hub website. Music service bought in to run school orchestra – 45mins per week. Clarinet/saxophone reeds for school instruments sourced via Music Service. Music service demonstration of instruments to encourage children to take up lessons. Music Hub has nominated the school as a Music Mark school in recognition of our commitment to high quality music teaching. Regular emails sent to school by music hub including info about resources and opportunities available.		
Cultural partners for music			

Accommodation and resources

area	what happens now	what we would like to see	link to actions
Spaces for Music	Classrooms - class music Hall (has piano) - KS1 and KS2 singing sessions Singing Squad/Bucket club ICT suite (has piano) – Musical Theatre Orchestra Zone (has weighted keyboard) – instrumental lessons (room booked)		
Resources available for Music	Classroom music: school has range of classroom percussion instruments (tuned and untuned), boomwhackers, small number of djembes EYFS have own set of classroom/percussion instruments. Recorders: school has recorders to borrow for the year in Y3 for children who don't want to buy their own. WCET instruments: selection of violins, cellos, flutes, clarinets, saxophones, trumpets, trombones for children to choose from. Pianos available in hall and ICT suite; keyboard (stage piano with weighted keys) kept in the Zone Technology to support composition: Chrome Music Lab Garage Band (I pads) Audacity Web based resources used to support singing: Active Music Pick 'n' Mix (free subscription via Music Hub)	New instrumental music for WCET in Y4? Some 'band project' instruments and cases becoming quite old – may need servicing/replacing in next few years. Funding implication. EYFS instruments for use in outdoor area need replenishing. Musical resources for playgrounds?	

area	what happens now	what we would like to see	link to actions
	• SingUp free resources section • PopUK (free subscription) Web based resources used to support listening: • BBC Ten Pieces • ABRSM Classical 100/Classroom 200 Books/printed music etc: Range of song books kept in music resource area in the hall. Range of orchestral music (but all too challenging for ability of current children) Consumables (clarinet/saxophone reeds, strings etc) funded from school budget on request when needed. Subject lead audits and monitors resources.		

Inclusion

area	what happens now	what we would like to see	link to actions
Overview	All children included in music lessons. Children seated to encourage everyone to engage eg on the carpet, in a circle, forward facing. Medium term planning sequenced in small steps and lesson planning takes account of cognitive load required - all children should be successful in moving their musical learning forward. Children matched to WCET instruments which most suit them, including ability to handle the instrument. eg heavier instruments for children with sensory needs; adapted way of holding stringed instrument for child with tracheostomy; alternative parts on accessible hand bells for child unable to handle usual instruments. African drumming and Samba units taught in Y5 and Y6 – whole class ensemble opportunities alternative to western classical instruments taught in band project. Limited range of songs from other cultures included in music planning. Some different musical styles and music from around the world listened to during music lessons. Some group interventions for other subjects happen during music lessons.	Use of visuals/key learning points/vocabulary on whiteboard as prompts for music learning. Interventions for other subjects planned to avoid the same children missing music every time. Core listening list including music from different genres and cultures planned in for each year group. Songs from other cultures/in other languages included in core songs list for each year group.	

area	what happens now	what we would like to see	link to actions
Special Educational Needs and Disabilities	Normal classroom adjustments/adaptive teaching strategies are made for children with SEND. Normal class TA support in place. ILPs, Thrive profiling etc can be referred to for general individual adaptations. ‘Sounds of Intent’ framework for music used in the past with severely disabled child.		
Religion	One Muslim family removed from singing assembly songs with Christian content.		
Financial hardship	After school music clubs are free to attend. Orchestra tuition funded by school. Pupil Premium funding used to fund group instrumental lessons/instrument hire for qualifying children who are not FSM. Voluntary contributions asked for for Cathy Seabrook sessions (KS1) and any visits incurring costs. No child excluded for financial reasons.		

Progression

Music Education Hubs are only required to write an outline Progression Strategy for 2023/24. A Progression Strategy is also part of the School Music Development Plan but developing an outline for 23/24 seems reasonable, so that they can be refined in line with Music Hubs' full strategies next year.

area	what happens now	what we would like to see	link to actions
Overview	Pupils encouraged to join school music clubs. Merits sometimes given for continuing engagement with music activities and for musical achievement. Pupils and parents encouraged to consider Music Service instrumental lessons in school following Y4 WCET year. All pupils given opportunity to consider Music Service instrumental lessons following demonstration concert. Information about musical instrument lessons given on request at any time. SA will liaise with Music Service if parents are finding the system difficult to navigate. Information sent to school about Music Centre open days/opportunities passed on to parents via dojo. Children's achievements in out of school clubs celebrated in achievement assembly.		
Progression opportunities	See above		
Pupil tracking	Assessment spreadsheet tracks pupil progress through the curriculum Subject lead keeps record of which children are involved in co-curricular/extra-curricular music activities in and out of school, and progress towards graded exams. Children identified from this, invited to join school orchestra when technically competent enough.		

area	what happens now	what we would like to see	link to actions
	School music clubs perform to others within school.		
Strategy development	How this strategy is monitored and by whom How and when this strategy will be reviewed and by whom (will this include SLT and/or Governors?) How you will look in future to align the school's strategy to the Hub's and/or MAT's Progression Strategy		

Objectives 2023/24

These are the headlines for things you want to do and achieve this year which will move Music at your school towards your vision. Examples are shaded grey. Do not even think of including an objective for every 'what we would like to see' comment. Perhaps 3-5 impactful objectives would be plenty. The vision should be something you work towards over several years and you must be fair to yourself when creating these objectives. What can you really achieve in a year on top of everything else you have to do? Of course, ideally the objectives in this plan would align with your performance management objectives.

1. Establish a Djembe drumming group
2. Objective
3. Objective

Action Plan

Actions here should mostly contribute to your objectives for the year and, of course, there may be more than one action needed to achieve one objective (or one action may contribute to several objectives). If there are actions to do with ongoing running of curricular or co-curricular Music that you want to capture here, even if they do not contribute to objectives, then do so of course.

	action	link to objective	who	resources or cost	source	music hub support sought	complete by
1	Contact Music Service to add new ensemble to percussion tutor's time; Arrange a space; publicise to pupils and parents	1	Music Co-ordinator	10 sessions x 45mn at £45ph initially for one term. £337.50	Christmas concert ticket receipts; ask PTA if shortfall	[Music Service] percussion tutor to lead	21Dec23 for Spring Term start
2	Secure a better rehearsal space for the choir, including regular access to a piano		Music Co-ordinator / Site team	No cost	n/a	n/a	30Sep23
3							
4							
5							

Communications Plan

If you judge that a communications plan isn't necessary in your school, or that it doesn't need to be part of the published plan, then of course you are free to take it out. You may, even so, find the timeline helpful for scheduling comms. Remember to capture internal communications as well as the information you have to get out to parents or more widely.

Audience analysis

audience	key messages	channels and tools	frequency or dates	owner	dependencies
MAT	Celebrate school's and pupils' success Contribution of Music to culture, inclusion and behaviour at Wheatroft	Periodic reports to Provision Boards Headteacher communications with MAT leaders	Ad hoc and at these times:	Headteacher Music Lead	Head's PA
Cluster schools					
Headteacher and SLT					
Governors					
Class teachers					
Learning Support Assistants					
Parents/carers					
Pupils					
Local authority					
Local politicians					
Prospective parents					
Wider community					

Timeline (live and subject to change)

Date	Title or Type	Channel	Subject	Owner / Contributor
01/09/23	Website update	Website	Upload new instrumental tuition charges and application details	Office Manager
04/09/23		Newsletter Staff bulletin Intranet Assembly E-mail Social Media		
11/09/23				

Date	Title or Type	Channel	Subject	Owner / Contributor
18/09/23				
25/09/23				
02/10/23				
09/10/23				
16/10/23				
23/10/23	**half-term			
30/10/23				
06/11/23				
13/11/23				
20/11/23				
27/11/23				
04/12/23				
11/12/23	Christmas performances	Press & media releases	Celebration of end-of-term performances and Christmas events	
18/12/23	Website	Website		
25/12/23	**Christmas			
01/01/24	**New Year			
08/01/24				
15/01/24				
22/01/24				
29/01/24				
05/02/24				
12/02/24				
19/02/24	**half-term			
26/02/24	**leap year			
04/03/24				
11/03/24				
18/03/24				
25/03/24	**Holy week			
01/04/24	**Easter week			
08/04/24				
15/04/24				
22/04/24				
29/04/24				

Date	Title or Type	Channel	Subject	Owner / Contributor
06/05/24	**May Day BH			
13/05/24				
20/05/24				
27/05/24	**half-term			
03/06/24				
10/06/24				
17/06/24				
24/06/24				
01/07/24				
08/07/24				
15/07/24				
22/07/24	**summer holiday			
29/07/24				
05/08/24				
12/08/24				
19/08/24				
26/08/24	**summer BH			

CPD Plan

See questions and prompts on page 2 of the instructions to help you think about these. Again, the first item, shaded grey, is an example.

requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when
Leading singing in the classroom	Music Co-ordinator	Objective 2	After-school online training and two in-school mentoring sessions	Voices Foundation	£350	Spring term 2024
	Music Lead					
	SLT					
	Governors					
	Teachers					
	HLTAs/LSAs					
	Volunteers					

Evaluation and progress tracking

We will know that this plan is working if _____.

Progress updates

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Action 1						
Action 2						
...						

Year-end report to Governors

Capture any unanticipated outcomes here and celebrate your pupils' and colleagues' musical achievements, particularly anything that is not reflected in the regular updates above. If there are objectives that have not been fully achieved, note the reasons and whether they will be pulled forward into next year's plan.