"***Whatever you do, work at it with all your heart***", Colossians 3:23

Music Development Plan

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

School: John Fletcher of Madeley Primary School
Local music hub: Telford and Wrekin Music service
Music lead: Mrs S Cross
Headteacher: Mrs S Cross
Date written: August 24

Vision and Intent

At John Fletcher of Madeley, we encourage our children to be expressive, engaged and creative when learning about music. We aim for all our children to have an enjoyment and energy for music alongside the knowledge and skills to experiment, invent and create their own pieces. They should develop a fluent understanding of musical knowledge as well as an awareness of music that has shaped our history and culture.

We use Charanga Musical School Units of Work to plan a progressive curriculum for our children. Charanga enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

	Our plan for delivering high-quality music education and supporting children's progress:			
		Where are we now?		*What will we do next?*
What do we include in our provision at John Fletcher of Madeley Primary? **In the classroom** **Beyond the classroom**	**Curriculum** **(setting the foundation)** **High quality music provision**	High-quality weekly music lessons	• Planning is based on procedural, declarative and tacit knowledge with a progressive curriculum with small, incremental steps in learning. Teachers use Charanga to support their planning and subsequently supportchildren's progress. • Music is inclusive for all learners including those with SEND. • Music is taught consistently for every year group, every week for a minimum of 1 hour across the year and is within every timetable. • In our Early Years, music is delivered through holistic practice as an integral part of our bespoke Early Years curriculum. Music is part of **daily continuous provisio**n – instruments are accessible every play time with ribbons to encourage movement to music. Invitations to engage with sound are	Continue to develop planning to suit needs of pupils. Use pupil voice to develop planning. Support EY staff to plan topics across the four musical areas on new grid. Develop EY practice to include musical questioning.

			available daily and singing is integrated within other curriculum areas such as early maths, early reading and personal development objectives. There are adult led music lessons which are planned for by the nursery teacher and are included in the topic taught session regularly. • KS1 music turns musical play into playing musically. Pupils in **Year 1 and 2** are taught by class teachers and use tuned percussion- **Glockenspiels**- to apply knowledge and skills. Planning is provided through access to the progressive scheme- charanga. • KS2 music continues to build learning in small, incremental steps. Pupils develop their playing with increasing accuracy, fluency, control, and expression. • Years 3 and 4 are afforded the opportunity to whole class violin instrumental tutorial from Telford and Wrekin musical specialist.	Create a knowledge progression for music tech. Implement use across the school. Use music tech appropriately for pupils in EY to make their own choices about independent listening. Increase use of recordings for reflection and self-evaluation. Staff cpd and training on use of iPad/recording and what to use for it. Create, share and embed list of questions to use for reflecting critically on learning.

		Vocal provision	• 20 minute weekly singing assemblies Focus on enjoyment and being part of a massed choir rooted in skills Development, and a chance to worship through song. • Teachers attend session – CPD through modelling and coaching. During the year teachers are asked to lead singing assemblies for their own development. • Staff have access to Sing Up and Charanga resources. • Singing is used to support developing class ethos and to support learning across the curriculum. School sing at times of celebration and massed events.	Including a greater number of songs in different languages. Link sessions to world events/national themes.
		Listening Curriculum – Co-curricular	A listening curriculum document was planned to expose children to a wide range of genres, historical periods, music from different places and different instrumental sounds that have close links to overarching themes.	To continue to ensure equal balance between male/female and diverse range of composers/musicians which represent our school community.

		Performance opportunities	Music/Drama performances: • KS1 Christmas Nativity • Y3/4 – Christmas singing for families • Y5/6 – Christmas singing with families • Y6 Leavers production. • Young Voices-performing in the largest children's choir at the Genting Arena in Birmingham.	Share performances (including class performances and assemblies) through our school website or Facebook Performances at Christmas and Summer fayre with duet and solo opportunities. Performances from our instrumental clubs.
		Music resources	• High quality instruments (tuned and untuned), accessible when needed. • In Early Years, there's been an increase of resources for children to make own choices for sound and play own tuned and untuned instruments to develop skills through exploration and play.	Music displays near the hall to support learning: -With musically technical vocabulary, notation, -A music timeline to add musicians and composers in their correct place throughout time (Allows

				children to make links between musicians/composers and see the development of music throughout time)
		Communicating with parents	• EYFS- Use of evidence me to share children exploring music and performing. • Parent pay- To share information on parent pay for performances and events relating to music.	Document collated with all information parents need including how to apply for instrumental lessons. Online communication through website, Facebook and parent pay.
		Transition	Secondary: • Pass on information about instrumental learners.	Contact local secondary schools-explore possible performance opportunities eg where current Y6 can attend performances in new settings or where secondary schools can deliver workshops at John Fletcher of Madeley.

	Annual action plan	Each year areas identified to move music on and maintain high priority.	See in subject leader folder online
Co-curricular **Beyond the classroom**	Instrumental learning	1:1 and small group instrumental tutorials taught by peripatetic specialist music teachers. The peripatetic music teachers deliver music lessons one-to-one and in small groups atthe academy. We currently have children learning to play the guitar, drums, flute, clarinet and keyboard. Children can achieve graded certificates from ABRSM through the peripatetic music team. Free instrumental tuition is available for children in receipt of free school meals andchildren are actively encouraged to take up this opportunity. The peripatetic team have also performed to the children in school as part of a liveband. There is a link below which shows the cost and availability of music lessons and opportunities for children to enjoy music beyond school within Telford and Wrekin. https://www.telfordandwrekinmusic.co.uk/	Signpost ensemble opportunities outside school community. Performance opportunities – KS2 instrumental learners to perform to KS1 during singing assemblies. PPG instrumental teaching-through our club offer.
	Vocal	Young Voices – after school choir for children in Y4, Y5 & Y6. Inclusive and open to all, adult provision offered for any pupils who need 1:1 support.	Develop school choir

		Ensemble/ Instrumental		Recorder club KS2 to be offered in enrichment

	Enrichment	Live performances	Cultural capital experienced through: Live performance through Rocksteady. LoudMouth. Secondary school performances.	Whole school pantomime booked for next academic year.
		Career pathways	Continue to identify music careers through learning in classroom and external experiences. Signpost parents to opportunities outside of school.	Integrate music careers into our careers days.
Leadership		*Where are we now?*		*What will we do next?*
	Head Teacher/ Governors	The head teacher and deputy head have music specialist qualifications and are ambitious for the children to receive a good quality music education.		Governors to meet with subject leader to get an overview on where the subject is and where it's going. SMT meetings discussing music. Music monitoring with SMT alongside Subject Leader.

	Subject Leader	• In addition to our music subject leader, we have a number of teachers with musical knowledge/qualifications • Access to CPD throughout the year • Music specialist delivers whole class violin tuition.	Subject leader to continue to monitor subject through staff voice, floor book looks, pupil voice and learning walks. Subject leader to actively engaged with CPD and updates.
	Teachers	• Supportive teachers who understand and believe in the importance of music. Inquisitive and always ask for support inensure the best for their pupils.	Subject leader to continue to share CPD with staff where appropriate. Subject leader to email with subject updates and changes regularly.
	Pupils	• Enthusiastic pupils who enjoy music and singing. • Year 5 pupils who have already had a year of violin and ukelele tuition • Year 6 pupils who performed their end of year play with increased confidence	Continue to conduct termly pupil voice to measure impact in knowledge and skill delivery.