



Music Development Plan

Swanland Primary School September 2024

Date of adoption: September 2024

Review: September 2025

Lead for this plan: Hannah Stephenson and Grace Welbourne

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

Music Policy (See School Website)

Charging policy for extra-curricular activities (See Trust Website)

Music at Swanland Primary School

Curriculum Music

area	what happens now	what we would like to see	link to actions
Overview	<ul style="list-style-type: none"> Swanland Primary School use the Model Music curriculum throughout the school. This covers all the National Curriculum requirements You can see our progression map here Music is taught in all year groups either weekly or every other week by teachers and HLTAs We have a wide range of musical instruments available, both tuned and untuned, suitable to teach the curriculum Music is assessed in a variety of ways: by the use of Connect and Demonstrate, with the 'take aways' being developed, use of summative assessment grids Music is taught consistently and to a high standard 	Development of 'take aways' to inform summative assessments.	1
Whole Class Ensemble Tuition	<ul style="list-style-type: none"> The teaching of music in Year 6 includes whole class recorder teaching. Recorders are provided to the children and for hygiene reasons, children keep these for the duration of the teaching with them being cleaned at the end of the unit. In year 3/4/5, the tuned instrument used are glockenspiels to teach aspects of the curriculum. In KS1, the untuned instruments include a variety of percussion instruments including tambourines, shakers, etc. There is a class set of glockenspiels and at least a class set of untuned percussion instruments There is an inventory of the musical instruments Most instruments have been paid for with funds raised from hosting music/choir concerts 	Look in to ensemble group being set up	2

area	what happens now	what we would like to see	link to actions
	<ul style="list-style-type: none"> • There is a KS2 choir, open to all KS2 students, run once a week (extra sessions provided in the run up to a performance) • Children can pay for East Riding Music Services, offering a range of instruments including keyboard, strings, percussion and woodwind. • Weekly music assemblies with the full school, to reinforce different music genres, key vocabulary and singing skills 		
Singing	<ul style="list-style-type: none"> • Children will sing in at least half of their music lessons. • In addition to the weekly singing assembly, children sing in two other weekly assemblies too, so are singing 3 times a week in assemblies. The children will hear adults sing on the recordings of songs provided through the curriculum as well as the assembly listening music played at the beginning and end of the assembly. • Children will hear members of staff singing and demonstrating songs and listen and repeat exercises frequently in assemblies and lessons. • There are many singing objectives which teachers monitor through assessment criteria and during music lessons. • Music coordinator models and teaches high singing standards during weekly music assemblies 	Development of measurable standards in singing	1
Instrumental music	<ul style="list-style-type: none"> • Children play instruments in roughly half of their lessons. This starts with untuned percussion in earlier years and develops to tuned instruments in KS2. • There are a wide range of instruments available including class sets of untuned percussion, glockenspiels and recorders. • There are many objectives linked to playing musical instruments which teachers monitor through assessment criteria and during music lessons. 		
Technology	<ul style="list-style-type: none"> • The Model Music Curriculum is used which includes an online resource which is of a high standard. • This ensures a detailed and progressive curriculum where prior learning informs new learning. In the Year 2 Teach Computing curriculum the children complete a unit that uses technology to create digital music. 		

area	what happens now	what we would like to see	link to actions
Opportunities to experience live music performance	<ul style="list-style-type: none"> • The children have multiple opportunities to experience live music. Every year, the Schools Music Service provide a concert which is paid for through the school budget and the whole school experiences this. • Music teachers and the children who are undertaking peripatetic lessons give demonstrations and performances to other children in school on a regular basis, including woodwind, brass and strings • The choir and various music services perform concerts several times throughout the year 	A planned thematic approach to the opportunities for listening to a wide range of genres is put in place.	3

Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see	link to actions
Overview			
Singing	<ul style="list-style-type: none"> • There is a choir for children in KS2 ran by the music coordinator. This is held weekly with several performance opportunities offered through the year. These are very well attended. The choir perform at both in school and out of school concerts several times a year, including in the local community. • Singing assemblies are held by either the music lead or other members of SLT when music lead is unavailable. These are held weekly. Backing tracks are used to accompany children's singing. • Singing happens 3 times a week in every assembly held. 		
Ensembles		To develop a Music Ensemble through the School Music Service . This will be an extra curricular activity funded by the families of children taking part.	2
Tuition	<ul style="list-style-type: none"> • A wide range of musical instrument tuition is offered. E.g. guitar, keyboard, violin, cello, woodwind (flute, oboe, saxophone, clarinet), trumpet and percussion. This is funded by the families except for those in receipt of Pupil Premium. • Tuition is promoted by the music service teachers, providing demonstrations with their current pupils to up coming year groups. 		

Leadership

area	what happens now	what we would like to see	link to actions
Governing body	<ul style="list-style-type: none"> Governors have a general overview of the curriculum 	Appoint a Governor for Music and for that governor to liaise with the leader for the subject.	
Senior Leadership Team	<ul style="list-style-type: none"> SLT project the role of Music through school by leading singing assemblies when the music coordinator is not available and ensuring music and singing are in all assemblies. SLT support the music co-ordinator to develop music as a curriculum area, through subject leader time. 		
Subject leadership	<ul style="list-style-type: none"> Grace Welbourne, the subject leader for music leads the subject. The curriculum is chosen and set with guidance from the East Riding. Time is given during staff meetings and training days to communicate any updates. Time is given for the music leader to observe lessons and talk to children. The music lead will often meet with teachers who are delivering the music curriculum to offer support and guidance. The music lead will identify any training needed and will encourage staff to attend these. Subject lead often liaises with other staff teaching music to ensure high quality teaching and continuity. Subject lead has created a tailored progressive curriculum and lesson plans to ensure continuity and full coverage of objectives. 		

Budget

area	what happens now	what we would like to see	link to actions
Budget for Music	There is no separate music budget		
Music income	<ul style="list-style-type: none"> • Refer to charging and remissions policies https://791.34f.myftpupload.com/wp-content/uploads/2023/11/Charging-and-Remissions-V2-Dec-2021.pdf • The school's music service charge families directly for the music tuition provided. Most concerts held do not charge a fee to attend so no income is gained. Any donations made are used to fund new musical instruments. • Choir performances raise voluntary donations from parents 		

Partnerships

area	what happens now	what we would like to see	link to actions
Partnerships with schools	<ul style="list-style-type: none"> The Cluster hold several music concerts a year where the choir are invited to perform along side other local schools. The children watch other schools perform too. Work closely with other schools in the Trust, via meetings and visits to schools to enhance each other's music curriculum and teaching Where necessary the trust schools aid each other in the run up and during Ofsted Inspections 	Incorporate instrumental ensembles in the concert.	2
Partnership or relationship with local music service or Music Education Hub	<ul style="list-style-type: none"> Swanland School work with the School's music service to deliver musical instruments lesson and also to support delivery of the curriculum. Choir and the strings section of the School's music service have collaborated on several occasions to put on music concerts to showcase the children's abilities. Music lead and woodwind have collaborated on several music assemblies 	A greater understanding of the Music Education Hub's offer	
Cultural partners for music		Develop children's exposure to different cultures of music, both live and recorded	

Accommodation and resources

area	what happens now	what we would like to see	link to actions
Spaces for Music	<ul style="list-style-type: none"> • Music is taught in the classroom and musical instrument lessons are taught in smaller spaces. • Choir rehearsals take place in classrooms and in the Hall. 		
Resources available for Music	<ul style="list-style-type: none"> • As mentioned above, untuned and tuned instruments are available for all music lessons, including percussion, glockenspiels and recorders. These are accessible at all times and music is timetabled so that every class will have access to instruments if they want them. • Children accessing the School Music Service hire their instruments separately. • The school subscribe to Charanga, an online resource which is used frequently to supplement music lessons. • Recorders are collected in every term after use and cleaned by the music lead. • Music lead conducts a yearly inventory to ensure instruments are up to date, safe, clean and useable 		

Inclusion

area	what happens now	what we would like to see	link to actions
Overview	<ul style="list-style-type: none"> • Where possible all children are included in all music lessons. Support is put in place to ensure those who require it can access this learning. Where children with more profound needs are unable to access the music curriculum in class, bespoke learning takes place that is suited to the needs of the child. • A wide range of cultures are celebrated through music in assemblies. Children listen to music as they come in and leave the assembly. The music of the week is carefully planned to be diverse and celebrate other cultures. It is discussed in the weekly music assembly. • Where interventions take place in music lessons, it is carefully considered so that only a small amount of the lesson would be missed and this would not be on a regular basis. 	SEN Music Curriculum Development	
Special Educational Needs and Disabilities	<ul style="list-style-type: none"> • Where possible all children are included in all music lessons. Support is put in place to ensure those who require it can access this learning. Where children with more profound needs are unable to access the music curriculum in class, bespoke learning takes place that is suited to the needs of the child. • Staff have been given SEND resources from Charanga, to help pupils where necessary 		
Religion	<ul style="list-style-type: none"> • Where a family raises that they wish their child's music curriculum to be altered in line with their religious beliefs, the teacher meets with the family to ensure that the child is supported and the curriculum is delivered in a suitable way. 		

area	what happens now	what we would like to see	link to actions
Financial hardship	<ul style="list-style-type: none"> • Where pupils who sign up for musical instrument lessons, are in receipt of Pupil Premium, school support by paying for the individual lessons. • All school based music lessons do not charge for the use of school instruments. Recorders are handed out and returned at the end of the year. • Concerts that choir and the Music service have provided have been free to enter • Choir is a free school activity that is available to all KS2 children 		

Progression

area	what happens now	what we would like to see	link to actions
Overview	<ul style="list-style-type: none"> • All KS2 children can join the Choir, which in turn provides the children with a lot of experiences outside of the classroom, performances at other venues etc • All children have the option to take specific music lessons through the Music Services • The Music Lead conducts learning walks and pupil voice questionnaires, where children's opinions are listened to. It was a Year 5 cohort, during a pupil voice, who asked if other instruments other than glockenspiels could be used. This was taken on board and then recorders were introduced to Year 6 the following academic year. • The Music Lead created a progression document that all staff follow, in order to show clear progression and continuity • Where possible, differentiation is available in class lessons for those that staff think need challenging • The music lead keeps up to date with many local courses and classes and updates staff where needed, so that gaps in teacher's music ability and knowledge can be filled to ensure a high standard of teaching • Planning documents have been provided by the music lead to assist all teachers 		
Progression opportunities	<ul style="list-style-type: none"> • KS2 Choir • Music lessons provided by the Music Service • Several of our Cluster concerts have been held at South Hunsley Secondary School, who talk to the children about opportunities once they reach South Hunsley 	Ensemble run by music service	2

area	what happens now	what we would like to see	link to actions
Pupil tracking	<ul style="list-style-type: none"> • Assessment grids have been provided to all music teachers to ensure tracking of pupils achievements and progression. This can be addressed during future music lessons. • During music singing assemblies, the music lead will focus on a particular area that she feels the children need more exposure to, such as breathing during singing, or exposure and discussion of a particular genre of music. 		
Strategy development	<ul style="list-style-type: none"> • Monitored by the head teacher (Hannah Stephenson) • Strategy will be reviewed in September 2025 		

Objectives 2024/2025

1. Develop 'take aways' for assessment and teaching purposes
2. Create an Ensemble group
3. Develop opportunities for children to experience a wider range of music from all cultures and genres

Action Plan

action	link to objective	who	resources or cost	source	music hub support sought	complete by	
1	Be given time to create 'takeaways' and clear assessment outcomes for the music curriculum	1	Music Co-ordinator SLT (to provide time)	No cost if SLT can cover lesson time	n/a	n/a	Sept 25
2	Contact Schools' Music Service to add new ensemble to music tutor's time; Arrange a space; publicise to pupils and parents	2	Music Co-ordinator		Parents would be asked to pay for this resource	Music tutor to lead	Sept 25
3	Create a broad range of music genres/cultures for children to experience during singing assemblies	3	Music Co-Ordinator	No cost	n/a	n/a	Sept 25

CPD Plan

requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when
Leading a range of cultural music experiences during singing assemblies	Music Co-ordinator	Objective 3	Music Co-Ordinator research	n/a	n/a	Spring/summer term 2025
Consult with Music services about ensemble group	Music Co-ordinator Head teacher	Objective 2	Music Co-ordinator Music Services	Music services		Spring/summer term 2025
Speak to other teachers and create takeaways for music planning documents	Music Co-ordinator	Objective 1	Time to implement and create takeaway documents	n/a	n/a	September 2025

Evaluation and progress tracking

We will know that this plan is working if our objectives are met and children continue to experience a high standard of music teaching and progression.

Progress updates

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

Year-end report to Governors