

School: St Georges Church School

Music lead: Sarah Starr

Date written: 01/09/2023

Trust/local authority: BWMAT

Music specialist: Sarah Starr

Review date: 1/09/2025

Local music hub: North Somerset

Headteacher: Jo Thorn

	Music Development Plan
Colour coding key	Lilac – 2023-2024
	Blue – 2024-2025
	Green – Already in place
1 – Overall objective	<p>I am a musician; I perform, compose, listen to and appraise music. I understand that music can inspire me to be creative and build resilience. I am aware of a wide-range of musical genres, styles and traditions. I will be inspired by great composers and folk music. I will express opinions about music that I listen to or perform. I am a musician, a performer, a singer and an instrumentalist. I take part in school events that involve my work as a soloist and in an ensemble. I join my school community in singing daily worship songs that allow me to experience spiritual moments. As a musician, I enjoy the positive impact music has on my wellbeing and in supporting my emotional regulation enabling me to flourish.</p>
2 – Key components	<ul style="list-style-type: none">• Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND• Classroom instrumental teaching• Progression from classroom instrumental teaching• Visiting music teachers• Links with external music organisations

	<ul style="list-style-type: none"> • Vulnerable student engagement, including Pupil Premium • Succession planning and CPD • Children have opportunity to sing as part of a choir • Whole school singing assemblies • Performance opportunities • Musical engagement with PCSA and other feeder schools • Additional funding from hub/charities/fundraising
<p>3 – Classroom instrumental teaching</p>	<p>Whole class xylophone for KS2.</p> <p>Research and source funding for whole class set of instruments National and PTFA</p> <p>Implement whole class teaching of 2nd instrument into St Georges Stewards of the Earth Curriculum.</p>
<p>4 – Implementation of key components</p>	<p>Development of Music curriculum:</p> <p>Charanga Curriculum platform for all teaching of music lessons.</p> <p>Review curriculum: consider strengths and weaknesses of continuing this curriculum.</p> <p>Teacher and pupil voice about the charanga music curriculum.</p> <p>EYFS, KS1, KS2, SEND – move the Charanga curriculum to a “St Georges Stewards of the Earth” Curriculum.</p> <p>Listening curriculum (scheduled assembly music) and school recorded music spine.</p> <p>Classroom instrumental teaching:</p> <p>KS2 – tuned -xylophone</p> <p>KS2 - untuned djembe drums whole class teaching.</p> <p>Progression from classroom instrumental teaching:</p> <p>Develop a simple way of tracking students’ progress and identifying potential.</p>

Research individual talent development programmes for students showing potential.

Visiting music teachers:

Group Guitar lessons offered weekly

Send annual options for music lesson sign up to pupils/parents

Research widening offer through recruitment of staff – more instrumental choice based on parent/pupil interest & offer to PP children advertised.

Links with external music organisations:

North Somerset – providers of music lessons.

Foster relationship with PCSA – what are the opportunities?

Research other offers locally for performers, PR and extra curricular clubs.

Vulnerable student engagement:

Discussion prompts for all teachers and leaders about music PP free provision.

Advertising of PP places for free music lessons.

Succession planning and CPD:

Music teaching is supported by a curriculum platform and ongoing professional discussion and development.

Music Specialists and lead or Class teacher to teach most classes Music for PPA cover to support need.

Seek teacher to shadow Music Lead with curriculum development and assessment for takeover in future.

Children have opportunity to sing as part of a choir:

School curriculum performance work involves all pupils from Nursery to Year 6 in at least one annual choir performance.

Trials for extracurricular choir have been run with very limited uptake.

Research why extra-curricular uptake of music clubs and choir has been limited with pupils and parents.

What if any option might be more popular than previous choir or ensemble work?

Whole school singing assemblies:

Weekly whole school singing Worship.

All worships include a relevant song to sing linking to themes of worship that day/week.

Build a music listening curriculum from a range of cultures, composers and instruments for joining worship each week.

Implement listening curriculum through whole school worship.

Performance opportunities:

Provide a range of performance opportunities for children in school and beyond for parents to attend: Harvest Festival, Remembrance, Easter Worship, YN and KS1 Nativity, KS2 Carol Concert, Y6 Performance, Family Worships.

Music ensembles from music lessons to be shared via class dojo and school website.

Musical engagement with feeder secondary schools:

Look for opportunities to work with feeder secondary schools for transition, eg: visit PCSA to watch their Christmas production. Also invite PCSA musicians to perform in Worship.

	<p>Additional funding from hub/charities/fundraising: Source additional funding for music from the local music hub, local charities, and fundraising in school from performances.</p>
5 – Communication activities	<p>Share discussion prompts annually for all teachers and leaders about music PP free provision.</p> <p>Advertise Music lessons to whole school and make clear free PP places for music lessons.</p> <p>Add information about music provision across the school to the website. Share information about music activities via school social media accounts.</p> <p>Music lead to present development plan to Governors.</p>
6 – Evaluation process for the success of the Music Development Plan	<p>Termly Music leader 1:1s to update and discuss the progress. Working document where necessary to be kept by Music Lead. Governors Music Lead report in July annually.</p>
7 – Transition work with local secondary schools	<p>Email PCSA during Autumn Term for a conversation about transition arrangements for this academic year; have a summary document of all children currently having instrumental lessons, singing in choir, or attending ensembles ready for this meeting.</p>
8 – Budget materials and staffing	<p>Staffing covered by usual teaching resource planning.</p> <p>New instruments bought through Music Funding.</p> <p>PP uptake funded by PP wider opportunities.</p> <p>Music lessons for individuals paid by parents.</p>
9 – Vulnerable children (including Pupil Premium and SEND provision)	<p>Annual review of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.</p> <p>Referrals for PP through CPD of teachers, office staff and leaders.</p>

	<p>SEND – liaise with SENDCO annually, review the access arrangements for children with SEND within curriculum music lessons and beyond.</p> <p>Consider CPD of inclusion for SEND pupils in all curriculum areas including adaptations to Music Curriculum and discussing needs like ASD around musical turntaking, where prompts from teacher need to be explicitly taught.</p> <p>Review music curriculum in line with SEND, diversity and inclusion for St Georges Stewards of the Earth.</p>
<p>10 – Summary Action Plan</p>	<ul style="list-style-type: none"> • Contact local hub to ask about any other instrumental opportunities/ assembly to promote lesson uptake. • Investigate funding opportunities from local/ national organisations (to upgrade or purchase new equipment, ie: set of class djembe drums for inclusion and curriculum development). • Curriculum Review for St Georges stewards of the Earth. • Email PCSA (and other feeder secondaries) by end of Autumn term. • Parental feedback and pupil voice on Music extra curricular (Spring term). • Implement similar to: EXAMPLE: Music and singing spine: 140 songs and pieces of music every child should know - Burwell Village (burwellvillageprimary.co.uk)