

Music Development Plan template for primary schools

School: Oak Cottage Primary School

Local music hub: Solihull Music Service

Music lead: Ruth Boyce

Music specialist: Solihull Music Service

Headteacher: Richard Marshall

Date written: May 2024

Review date: May 2025

1 – Overall objective/ vision	We have designed our Music curriculum so that our learners: • Develop a passion for music, in which pupils learn to appreciate music and develop a lifelong love of music. • Develop their skills, knowledge and understanding, to enable them to become confident performers, composers and listeners • Are introduced to a variety of genres of music from around the world and across generations, recognising the multicultural nature of our school and how we use music as a medium to explore and appreciate British and other cultures • Develop their musical skills through singing, playing tuned and untuned instruments, composing music and responding to music that they listen to • Develop transferrable skills which are key in their development as learners and have a wider application in their lives both inside and outside of school e.g.: team-working, leadership, creative thinking, decision-making and performance skills
2 – Key components	Music curriculum – At least 1 hour of music lessons per week for each class. Classroom instrumental teaching; Progression from classroom instrumental teaching; Small group & 1-1 teaching; Visiting music teachers Links with external music organisations Pupil Premium student engagement Succession planning and CPD Choirs & instrumental ensembles; Whole school singing assemblies Performance opportunities Funding & Staffing

3 – Classroom instrumental teaching	Pupils in Years 1 to 6 have access to a range of instruments. We have a set of 15 glockenspiels, which are accessed by children in year 1 to 6. We have a range of percussion instruments and encourage use of these throughout music lessons. EYFS have access to their own instruments, and will use these on a regular basis. Pupils have access to a range of small group and 1:1 music tuition lessons. Instruments are provided by both school and parents. These lessons are offered to pupils in years 3 to 6. After school music clubs such as rock band and choir are offered to pupils in Year 3 to 6. All pupils have the opportunity to perform during sharing assemblies or as part of our school Prom. We work closely alongside the local church. A group of local schools work together to create performances at the local church. Children have the opportunity to join the school choir. Within the next year, we hope to develop a whole class weekly singing lesson.																																																																						
4 – Implementation of key components	Consider how the key components listed above will be implemented (excluding classroom instrumental teaching). For example, include a timetable of music across the school; attach documentation and assessment materials; write or insert a detailed description of the curriculum from EYFS-Year 6; include detail of music assemblies and a programme of performances; insert information about the school's song bank. Our Music curriculum LTP: <table><tr><th colspan="7">2024/2025</th></tr><tr><th></th><th colspan="2">TERM 1</th><th colspan="2">TERM 2</th><th colspan="2">TERM 3</th></tr><tr><td>Nursery</td><td>Around the World: Unit 1</td><td>Nursery Rhymes: Unit 1</td><td>All About Me: Unit 1</td><td>Everyday Life: Unit 1</td><td>Walking in the Jungle: Unit 1</td><td>Traditional Tales: Unit 1</td></tr><tr><td>Reception</td><td>Journeys: Unit 2</td><td>Whatever the Weather: Unit 2</td><td>Deep Blue Sea: Unit 2</td><td>Space: Unit 2</td><td>Minibeasts: Unit 2</td><td>Circus: Unit 2</td></tr><tr><td>Year 1</td><td>Superheroes</td><td>Fantasy and Adventure</td><td>Dinosaurs</td><td>Senses</td><td>At the Seaside</td><td>Carnival of the Animals</td></tr><tr><td>Year 2</td><td>Toys</td><td>Great Fire of London</td><td>Oceans</td><td>Jupiter</td><td>Folksongs</td><td>Four Seasons</td></tr><tr><td>Year 3</td><td>Stone Age</td><td>Mayans</td><td>Castles</td><td>Volcanoes</td><td>Greek Myths</td><td>In the Garden</td></tr><tr><td>Year 4</td><td>Words, Words, Words</td><td>Jazz</td><td>Rivers</td><td>Ancient China</td><td>Minimalism</td><td>Samba</td></tr><tr><td>Year 5</td><td>Planets</td><td>Rock and Roll</td><td>Vikings</td><td>Africa</td><td>Animal Kingdom</td><td>Melodies of Divinity</td></tr><tr><td>Year 6</td><td>WW2</td><td>Celebrations</td><td>Arctic</td><td>Garageband</td><td>Electricity</td><td>Reggae</td></tr></table> At Oak Cottage Primary School, we follow the Get Set for Music scheme of work. These are the SEND guidelines:	2024/2025								TERM 1		TERM 2		TERM 3		Nursery	Around the World: Unit 1	Nursery Rhymes: Unit 1	All About Me: Unit 1	Everyday Life: Unit 1	Walking in the Jungle: Unit 1	Traditional Tales: Unit 1	Reception	Journeys: Unit 2	Whatever the Weather: Unit 2	Deep Blue Sea: Unit 2	Space: Unit 2	Minibeasts: Unit 2	Circus: Unit 2	Year 1	Superheroes	Fantasy and Adventure	Dinosaurs	Senses	At the Seaside	Carnival of the Animals	Year 2	Toys	Great Fire of London	Oceans	Jupiter	Folksongs	Four Seasons	Year 3	Stone Age	Mayans	Castles	Volcanoes	Greek Myths	In the Garden	Year 4	Words, Words, Words	Jazz	Rivers	Ancient China	Minimalism	Samba	Year 5	Planets	Rock and Roll	Vikings	Africa	Animal Kingdom	Melodies of Divinity	Year 6	WW2	Celebrations	Arctic	Garageband	Electricity	Reggae
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Tailoring the experience of Music for each child is the best way to provide them with full access to the benefits of your lessons. As with all of the children we teach, it is important to remember they are all different and have different needs.

The content we provide with these resources is a very general guide to the tendencies that some children display, but in no way represents everyone. To best support your children, be sure to adapt, change and tweak where needed to make these resources bespoke and relevant.

The resources provided within this tab have been split into five categories:

- Autism Spectrum Disorder (ASD)
- Behaviour
- Disability
- Speech Language Communication Need (SLCN)
- Social Emotional Mental Health (SEMH)



At Oak Cottage Primary School, we have a weekly singing assembly every Tuesday morning. Teachers follow a singing assembly rota with selected songs throughout the year.

An example of our singing assembly rota:

Date	Staff	Suggested song	Date	Wellbeing theme
3/9 Tue	RM	Welcome back to school	5/9 Thu	RB
10/9 Tue	CW	Together	12/9 Thu	RM
17/9 Tue	RB	We like joyful music	19/9 Thu	RB
24/9 Tue	SH	Wouldn't it be funny	26/9 Thu	RM
1/10 Tue	ML	Turn back the clocks	3/10 Thu	RB
8/10 Tue	CS	Harvest song	10/10 Thu	RM
15/10 Tue	JN	Harvest Samba	17/10 Thu	RB
22/10 Tue		<i>Harvest Performance</i>	24/10 Thu	RM
Half term				
5/11 Tue	SA	Life is a wonderful thing	7/11 Thu	RB
12/11 Tue	RB	Song for every season	14/11 Thu	RM
19/11 Tue	CW	Give it all you've got	21/11 Thu	RB
26/11 Tue	SH	Count your blessings	28/11 Thu	RM
3/12 Tue	ML	Christmas songs	5/12 Thu	RB
10/12 Tue	CS	Christmas songs	12/12 Thu	RM
17/12 Tue		<i>Christmas Performance</i>	19/12 Thu	RB

Across the year, children have the opportunity to play a range of tuned and untuned musical instruments. Pupils from Year 1 to Year 6 build on progression of playing instruments through use of the glockenspiel. We also offer opportunities for pupils to perform during our termly Good work assemblies, termly trophy assemblies and within our annual Oak Cottage School Prom. There are also opportunities for pupils to share their musical abilities within our Harvest, Easter, Christmas and end of term school productions.

Alongside weekly music lessons, we offer 1:1 and group music lessons. These include:

Woodwind
Guitar
Keyboard
Violin

- At the end of the summer term we send out a letter to parents and children which includes music lessons offers and suggestions

We also offer:
Choir club

Rock band

Assessment

Get Set for Music:

“Assessment Our teachers assess the children’s work in Music through direct observation of children at work, questioning children or listening to their conversations. We also obtain photographs and recordings of their finished pieces which are recorded using the Get Set 4 Music assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 Music progression of skills and knowledge ladders and vocabulary pyramid.”

At Oak Cottage, we create standards files using videos and recordings. These are used to ensure all pupils make good or better than good progress within lessons. We use the Get Set for Music objectives to track children on our own school SIMS system. Teachers input data at the end of each unit. The music subject leader analyses this data. We look at individual groups such as, gender ethnicity and SEND. Feedback and support is then provided as appropriate. Parents receive oral feedback regarding assessment during the autumn and spring terms. At the end of the summer term, parents are given written feedback regarding their child’s musical achievement. At the end of the academic year, the music subject leader receives a report from the music tuition teachers which gives individual feedback and assessment for every pupil attending music tuition.

We work closely alongside the music service, who provide our school with the following:

- Support with music assemblies
- 1:1 and group music tuition
- Supporting with our annual school prom
- Delivering and providing a rock band club
- Organising and arranging music based trips and live performances

In addition, we work closely alongside our local church, who provide support with choir club and live performances.

Our Pupil Premium student engagement is high. Extra provisions are made for Pupil Premium pupils such as, loaning musical instruments and ensuring disadvantaged pupils have full access to the music curriculum.

Get Set for Music is planned as a progression document. Progression documents are broken down into the following areas:

- Notation progression
- Skills and knowledge – composing
- Skills and knowledge – listening
- Skills and knowledge – performing

	• Vocabulary This ensures music units progress within year groups and units. CPD The music subject leader attends regular local school music conferences and workshops. Within these conferences primary and secondary schools are given the opportunity to share targets and support. For example, secondary schools have recently requested primary school music subject leaders place a greater emphasis on musical notation as they felt this would enable pupils to become more 'secondary ready'. The music subject leader is part of an online music community; connected to local schools. Within this, subject leaders are required to share resources, information and ideas. The conferences often involve music specialists and Ofsted inspectors, who give advice regarding subject knowledge and assessment. The music subject leader disseminates this information to other staff members through staff meetings and INSET training. Get Set for Music also provides additional support, guidance and virtual training through their online platform. Additional support Our PSFA have also provided a wealth of support for our music curriculum. They have purchased numerous musical equipment including: Glockenspiels Percussion instruments Beaters A PA system
5 – Communication activities	At Oak Cottage Primary School, we use a variety of methods to share our music curriculum. Our music curriculum can be accessed through our school website. On this website we include the following <i>Music curriculum - https://www.oak-cottage.solihull.sch.uk/music-1/</i> On this website we include the following information: • Curriculum Intent, Implementation and Impact • National Curriculum • Music LTP • Progression documents • Vocabulary We also include relevant information regarding performances, updates and support for parents. Our music policy can be found on the school website as well as information regarding music tuition. Our half-termly newsletters include information on exciting news regarding musical performances or tuition.

6 – Evaluation process for the success of the Music Development Plan	Music Development Plan is now linked with the subject leader music action plan. Actions listed on both will be reviewed on a termly basis. Action 1 – Support staff with music CPD – Investigate opportunities for those teachers delivering the music curriculum to attend the music conference with music subject leader. Action 2 – Consider provision for SEND pupils. Pupil and staff feedback indicates: Some pupils with SEND needs state they sometimes find music 'challenging' due to the increased volume level. Action 3 – Continue to develop links between school and the local community. Local church choir provisions and whole class singing lessons.
7 – Transition work with local secondary schools	At Oak Cottage Primary School, we worked closely alongside our local secondary schools. Pupils in Year 6 have the opportunity to take part in an autumn performance at the local secondary school. The music subject leader attends music conference, and has the opportunity to meet with secondary school music subject leaders. Action – contact local secondary school to suggest Year 7/8 pupils visit our school and share experiences of music curriculum. Invite secondary music teachers to visit our school and deliver music 'taster' sessions.
8 – Budget materials and staffing	Include details of budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used. Plan CPD. Curriculum – cost of purchasing scheme of work is covered through school budget Music tuition staff – parents pay music tuition fees Choir - volunteer from local church choir Enrichment opportunities – school fund Instruments and resources – school fund or PSFA Majority of music lessons are covered through PPA providers. Ensure these teachers have relevant CPD on a regular basis School clubs – teacher volunteer or parent pay Continue to develop links with music service and other schools to ensure high quality CPD and provision.

9 – Pupil Premium and SEND provision	At Oak Cottage Primary School, we follow the Get Set for Music scheme of work. These are the SEND guidelines: Tailoring the experience of Music for each child is the best way to provide them with full access to the benefits of your lessons. As with all of the children we teach, it is important to remember they are all different and have different needs. The content we provide with these resources is a very general guide to the tendencies that some children display, but in no way represents everyone. To best support your children, be sure to adapt, change and tweak where needed to make these resources bespoke and relevant. The resources provided within this tab have been split into five categories: • Autism Spectrum Disorder (ASD) • Behaviour • Disability • Speech Language Communication Need (SLCN) • Social Emotional Mental Health (SEMH)  Our Pupil Premium student engagement is high. Extra provisions are made for Pupil Premium pupils such as, loaning musical instruments and ensuring disadvantaged pupils have full access to the music curriculum. Pupil and staff feedback indicates: Some pupils with SEND needs state they sometimes find music ‘challenging’ due to the increased volume level. – Our SENCo has purchased a number of provisions to support pupils within music lessons. For example, fidget toys, ear defenders and sensory materials. Our SENCo has also agreed to observe music lessons across the school to provide further support for music teachers.
10 – Summary Action Plan	Action 1 – Support staff with music CPD – Investigate opportunities for those teachers delivering the music curriculum to attend the music conference with music subject leader. Action 2 – Consider provision for SEND pupils. Pupil and staff feedback indicates: Some pupils with SEND needs state they sometimes find music ‘challenging’ due to the increased volume level. Action 3 – Continue to develop links between school and the local community. Local church choir provisions and whole class singing lessons.

With thanks

This template was written by Karen Marshall for Music Teacher Magazine.

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](#)