**Example Music Development Plan**

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| **School:** | **Perton First** |
| **Music Leader:** | **Emily Harris** |
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| **What is the area to improve?** | **Why is it important?** | **What will success look like?** | **When should this be achieved?** | **What resources are needed?** | **Who is responsible?** |
| **Music Curriculum**  Teachers’ knowledge and skills in music making  Supporting all children to achieve offering quality modelling, scaffolding, technology and adaptations  Ensuring that disadvantaged children have gaps in knowledge, skills and experiences addressed | Teachers work through the well mapped out scheme (MMC through Charanga). There are gaps in staffs’ knowledge and skills.  All children have a right to progress in music and music making. | Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.  Pupils with additional needs are able to participate and progress well.  Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events). | July 2025 | Teacher knowledge and skills audit  Staff Training  Links to Rosenshine to support modelling, scaffolding and children working independently to learn. | Emily Harris  Emily Lloyd-Hickman |
| **Instrumental vocal lessons and ensembles**  Diverse provision reflected in clubs and enrichment programmes  A large number of children are involved  Musical performances are regular  Engagement is monitored and tracked | Diversity supports cultural capital acquisition and gives children a wider knowledge which can be linked to other areas of the curriculum e.g. humanities  Music is important nationally and supports development  Musical performances are an opportunity to work on performance, to showcase musical skills and to engage with an audience | The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.  Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.  The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact. | July 2025 | Whole class ensemble prioritised with diversity in mind  Support for teachers organising musical performances which are wider than singing (body percussion, tuned and untuned percussion, sound effects / soundscapes, musical instruments) in class assemblies, performances at church, events  Tracking system for engagement and progress for children in whole class musical tuition and peripatetic lessons / out of school experiences  Encourage families to engage in musical activities in the community. Advertise local lessons and events. | Emily Harris  Emily Lloyd-Hickman |
| **Musical events and opportunities** | Community partnerships make events more likely to continue  Personal development and character development are important to our school. | Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education).  There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering. | July 2025 | Calendar of events  Support for staff in joining in with events  Links with the music hub to ensure enrichment | Emily Harris  Emily Lloyd-Hickman |

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| **Further Comments / Support Required:** |
| Emily Harris and Emily Lloyd-Hickman to work with the music hub to ensure that opportunities are taken for children to develop musically. |