

Music Development Plan

School:	Perton First
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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?
<p>Music Curriculum</p> <p>Teachers' knowledge and skills in music making</p> <p>Supporting all children to achieve offering quality modelling, scaffolding, technology and adaptations</p> <p>Ensuring that disadvantaged children have gaps in knowledge, skills and experiences addressed</p>	<p>Teachers work through the well mapped out scheme (MMC through Charanga). There are gaps in staffs' knowledge and skills.</p> <p>All children have a right to progress in music and music making.</p>	<p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with additional needs are able to participate and progress well.</p> <p>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).</p>	<p>July 2025</p>	<p>Teacher knowledge and skills audit</p> <p>Staff Training</p> <p>Links to Rosenshine to support modelling, scaffolding and children working independently to learn.</p>	<p>Emily Harris</p> <p>Emily Lloyd-Hickman</p>

<p>Instrumental vocal lessons and ensembles</p> <p>Diverse provision reflected in clubs and enrichment programmes</p> <p>A large number of children are involved</p> <p>Musical performances are regular</p> <p>Engagement is monitored and tracked</p>	<p>Diversity supports cultural capital acquisition and gives children a wider knowledge which can be linked to other areas of the curriculum e.g. humanities</p> <p>Music is important nationally and supports development</p> <p>Musical performances are an opportunity to work on performance, to showcase musical skills and to engage with an audience</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>July 2025</p>	<p>Whole class ensemble prioritised with diversity in mind</p> <p>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</p> <p>Tracking system for engagement and progress for children in whole class musical tuition and peripatetic lessons / out of school experiences</p> <p>Encourage families to engage in musical activities in the community. Advertise local lessons and events.</p>	<p>Emily Harris</p> <p>Emily Lloyd-Hickman</p>
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Musical events and opportunities	<p>Community partnerships make events more likely to continue</p> <p>Personal development and character development are important to our school.</p>	<p>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.</p>	<p>July 2025</p>	<p>Calendar of events</p> <p>Support for staff in joining in with events</p> <p>Links with the music hub to ensure enrichment</p>	<p>Emily Harris</p> <p>Emily Lloyd-Hickman</p>
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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.