

Music Development Plan

2024- 2025



1 – Overall objective	To provide an extensive, diverse, and progressive music curriculum for all children within Stockham Primary School (both during school hours and after school). This will be delivered through outstanding music teaching and leadership. This will include an ‘all year round’ programme of performance in school and out of school, making Stockham Primary School a leading light in music education within the local community and beyond. This will also maximise cultural capital for all our children, their overall well-being and confidence, while creating a supportive community of music-making.
2 – Key components	<ul style="list-style-type: none"> • Bespoke music curriculum, including use of music technology – EYFS, KS1, KS2, SEND • Classroom instrumental teaching • Progression from classroom instrumental teaching • Visiting music teachers: keyboard and brass • Links with external music organisations • Pupil Premium student engagement, including keyboard and brass lessons for PP pupils • Whole School singing assemblies • Increase visitors for to allow the opportunity to watch live music performances eg theatre companies, visit theatres to watch musical shows. • Performance opportunities for EYFS, KS1 and KS2 through Harvest Festival, Christmas Nativity, EYFS Christmas Songs, Christmas Carols at the Church and Easter celebrations. • Instrument ensemble clubs, including keyboard, ukulele, guitar, samba, Boomwhackers and composing club. • Additional funding from hub/charities/fundraising
3 – Classroom instrumental teaching	<ul style="list-style-type: none"> • A variety of instruments are weaved into our music curriculum: predominantly percussion, boomwhackers, glockenspiel, ukulele • and online instruments. (See Progression Map • Whole class ukulele teaching for Year 5 • Whole class African Drum teaching for Year 4 • We assess which children show particular interest and offer small group lessons with visiting music teachers and provide leaflets for ensemble at the local music service.
4 – Implementation of key components	Music curriculum – Our Music Lead has planned a music curriculum and accompanying resources using the Kapow Music Curriculum. Which is built on knowledge and skills developed through -Performing, Listening, Composing, The history of music and the Inter-related dimensions of music: pitch, duration, dynamics, tempo, texture, structure, timbre.

	<p>Classroom instrumental teaching ukulele teaching for Year 5- 1 hour every 2 weeks for 1 term, delivered by Music Specialist. – Whole class</p> <p>Classroom instrumental teaching African Drums teaching for Year 4 -1 hour every 2 weeks for 1 term, delivered by Music Specialist. – Whole class</p> <p>Whole school singing assemblies – We provide weekly singing assemblies delivered by our teaching staff. We have a SingUp subscription, which we utilise for song and listening suggestions.</p> <p>Performance opportunities – We provide a range of performance opportunities for children in school and beyond for parents to attend, e.g. Summer festival: 'Stockfest', Christmas Fair, Christmas performances at local venues, Fundraisers, Summer Music Showcase Concert, EYFS and KS1 Nativities, Easter parade...etc</p> <p>Musical engagement with feeder secondary schools – look for opportunities to work with feeder secondary schools for transition.</p> <p>Additional funding from hub/charities/fundraising – proactively try to find additional funding for music from the local music hub, local charities, and fundraising in school from performances.</p>
5– Communication activities	Keep parents and staff updated via individual emails, leaflets, weekly newsletter and the school website
– Evaluation process for the success of the Music Development Plan	Music Subject Leader to have progress meetings with member of SLT, to evaluate the success of proposed targets.
7 – Transition work with local secondary schools	Advise parents and pupils on music opportunities available at secondary school. Consider any communication you will make with local secondary schools, to maintain musical engagement from Year 6 to Year 7.
8 – Budget materials and staffing	<p>Music lead/ specialist monitors the teaching and learning of all children to ensure consistency in standards and that learning is embedded.</p> <p>Cost of Music teachers for whole class ukulele and African Drums</p> <p>Cost of Music teachers Brass and keyboard lessons.</p> <p>Music budget allocated to purchase instruments and pay for music subscriptions e.g. Sing Up.</p> <p>iPad purchased to allow for increased use of technology in music lessons.</p> <p>Classroom allocated to music provision.</p>
9 – Pupil Premium and SEND	<p>All pupils eligible for PP are offered instrumental lessons and instrument loans for free.</p> <p>We also offer a wide range of after-school clubs, which are free of charge to all pupils.</p>

provision	<p>Music Lessons and resources are planned to reduce barriers to learning for pupils with SEND.</p> <p>Ear defenders are available to pupils who struggle with noise management.</p>
10 – Summary Action Plan	<p>Review music curriculum with SENCo to consider special adjustments for children with additional needs.</p> <ul style="list-style-type: none"> • Email feeder secondary schools to discuss transition. • Contact local hub and local music businesses to discuss ukulele & African Drumming teachers for next academic year. • Email headteacher to arrange meeting to discuss budgets. • Email SLT to arrange CPD training for wider staff. • Plan additional music trips or visitors in to bring alive - live music performances.