

**Music Development Plan**

School	St Martins 3-18
Trust / Local Authority	318 Trust
Primary Music Lead	Rachel Evans
Music Specialist	Ceri James
Head Teacher	Sue Lovecy
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**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](#)

	Components in Music Development Plan
<p><b>1 - Overall objective</b></p>	<p><i>The overall objective for music provision in your school.</i></p> <p>Our intent at St Martins is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Promoting a Cultural Capital environment will ensure that the essential knowledge will give children the best possible start to their life journey and future success. It is about giving children the best possible start to their life journey. The Kapow Primary Music Scheme which we have adopted enables us to focus on developing the skills and knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our chosen music curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.</p> <p>Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.</p> <p>Kapow Primary's Music scheme of work enables pupils to meet the end of key stage attainment targets outlined in the National Curriculum and the aims of the scheme align with those in the National Curriculum.</p> <p>Kapow music is taught as a discrete subject. However, across the curriculum, areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate</p>

	<p>different elements of music. Performances, such as Christmas plays and nativities, Easter and Harvest Services and end of year shows, demonstrate that music is important to the life of the school. Extra-curricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.</p>
<p><b>2 - Key components</b></p>	<p><i>Music curriculum- follow Kapow scheme- EYFS, KS1, KS2, SEND-</i></p> <ul style="list-style-type: none"> <li>● <b>Listening and evaluating</b></li> <li>● <b>Creating sound</b></li> <li>● <b>Notation</b></li> <li>● <b>Improvising and composing</b></li> <li>● <b>Performing</b></li> </ul> <p><i>Classroom instrumental teaching- ukuleles, glockenspiels , folk whistles</i>  <i>Pupil Premium student engagement</i>  <i>Succession planning</i>  <i>Choir- There is a Key Stage 2 choir which is open to all students. The choir sing at the Christmas, Easter and Harvest Services, school concerts and local events. They also take part in the Big Sing annually at Moreton Hall School.</i>  <i>Key Stage singing assemblies take place weekly where pupils learn about warming their voices up, part singing and range. They also learn a variety of songs including modern, traditional and religious.</i>  <i>Singing appreciation- in class and in singing assemblies</i></p>

	<p><i>Performance opportunities</i> - There are opportunities for students to perform at various points throughout the academic year including during assemblies, a Christmas Extravaganza, a summer showcase and various other events.</p> <p><i>School band- secondary.</i> A primary level band has been offered in previous years: this may be reintroduced to facilitate progression.</p> <p><i>Musical engagement with secondary and smooth transition as an all through school.</i></p>
<p><b>3 - Classroom instrumental teaching</b></p>	<p><i>All pupils access the music curriculum. Pupils learn an instrument in whole class instrumental teaching.</i></p> <p><i>KS 1- tuned/untuned- wood blocks/ glockenspiels</i></p> <p><i>KS2- tuned- ukuleles /folk whistles</i></p> <p><i>Progress at this time is from learning glockenspiels to learning the ukuleles. This is taught by class teachers in KS1 and in KS2 taught by Deputy head/ Secondary head of music who has music background.</i></p> <p><b>All children access the music curriculum</b></p> <p><b>Next steps to</b> Liaise with Shropshire Music Service to arrange bulk instrument hire upon request and also look at purchasing a class set of recorders and tutor books.</p>
<p><b>4 - Implementation of key components</b></p>	<p><i>Consider how the key components listed above will be implemented (excluding classroom instrumental teaching).</i></p> <p><b><u>Implementation</u></b></p> <p>St Martins has adopted the Kapow Music Scheme which takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:</p> <ul style="list-style-type: none"> <li>● <b>Listening and evaluating</b></li> </ul>

- **Creating sound**
- **Notation**
- **Improvising and composing**
- **Performing**

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise, demonstrate and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

Our curriculum overview shows which of our units cover each of the National Curriculum attainment targets as well as each of these strands within it.

Our progression skills show the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements as well as making cross-curricular links with other areas of learning.

The Kapow Primary Scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, the interrelated dimensions of music and more.

There is differentiation available within every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.

Knowledge Organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge.

Further CPD opportunities are also available via webinars with music subject specialists. Using the Kapow Scheme, ensures that non-specialist teachers feel supported to deliver lessons of a high standard that ensure pupil progression.

*Here is a timetable of music across the school:*

	Monday Assembly- music from song calendar	Tuesday KS1 singing assembly	Wednesday music from song calendar	Thursday music from song calendar	Friday Assembly - music from song calendar KS2 singing assembly
EYFS			30 minutes music lesson		
Y1					45 minutes music lesson

Y2	45 minutes music lesson				
Y3			1 hour music lesson		
Y4			1 hour music lesson		
Y5				1 hour music lesson- taught by secondary music specialist	
Y6				1 hour music lesson- taught by secondary music specialist	

*Assembly 2x weekly with music on entry.*

*Singing assembly 1x weekly- includes music appreciation*

*Weekly music appreciation in class using the song bank provided*

	<p>Song bank is implemented using watseducation .com - a song calendar that is used for song appreciation. Pupils have the opportunity to perform end of unit compositions or performances during assemblies or at organised points at the end of each half term. This gives the opportunity to perform in front of an audience and for the audience to practise being a good member of the audience.</p>
<p><b>5 - Communication activities</b></p>	<p><i>Parents/Carers are kept updated with whole school music offerings via the website, newsletter and Arbor. Flyers for instrumental lessons are attached to newsletters.</i></p> <p><i>Parents/Carers are given opportunities to attend performances at Christmas, Harvest, Easter and a Summer Showcase, as well as some end of unit performances.</i></p>
<p><b>6 - Evaluation process for the success of the Music Development Plan</b></p>	<p><i>To meet with secondary Lead /Deputy head March 2025</i></p>
<p><b>7 - Transition work with local secondary schools</b></p>	<p><i>As we are an All Through School, children have opportunities to work with the Head of Music regularly. Some transition for our feeder schools takes place at the Year 7 transition residential - this usually involves African Drumming in tutor groups with a rap to reflect the vision for the group.</i></p>
<p><b>8 - Budget materials and staffing</b></p>	<p><i>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.</i></p> <p><i>The budget for Primary Music is included in the Primary Budget. Money is allocated to resources when required - for example the purchase of the new Music Scheme and a class set of Glockenspiels.</i></p> <p><i>Enrichment - a trip to the Llangollen International Music Festival in planned for 2025.</i></p> <p><i>Music is taught in Years 2/3, <math>\frac{3}{4}</math>, 5 and 6 by a specialist to cover PPA.</i></p>



<b>9 - Pupil Premium and SEND provision</b>	<i>PP are offered small group/ 1-1 instrumental lessons with a visiting teacher. SEND children are inclusive in class music lessons</i>

## Summary of Actions in Music Development Plan

TARGETS IN: MUSIC LEADERSHIP	ACTIONS	LEAD PERSON	MONITORING (Who, When, How)	EVALUATION & SUCCESS CRITERION	COST
<i>Primary /Secondary music leads to work together on MDP</i>	To arrange cover to work on MDP	Rachel Evans/ Ceri James	Rachel Evans/ Ceri James Autumn term 2024 In school		
<i>To attend training to gain more knowledge of how to make sure transition and progress is made from primary to secondary</i>	Book appropriate CPD	Rachel Evans/ Ceri James	Rachel Evans/ Ceri James February 7 <sup>th</sup> 2025 Online training		

# Music Service

<i>To ensure Staff know how to assess and identify progress in Music curriculum in primary- use of Charanga assessment</i>	<i>Staff CPD showing the how to access the assessment</i>	Rachel Evans	Rachel Evans- plus all primary staff Spring term 2025 Staff meeting- CPD		
<b>TARGETS IN: CURRICULUM</b>	<b>ACTIONS</b>	<b>LEAD PERSON</b>	<b>MONITORING (Who, When, How)</b>	<b>EVALUATION &amp; SUCCESS CRITERION</b>	<b>COST</b>
<i>To ensure School is following the sequenced scheme of work which refers to the Model Music Curriculum.</i>	To evaluate curriculum	Rachel Evans	Rachel Evans- spring term 2025 Observations/pupil voice/ staff input		
Consider resources to further promote instrumental activities	Undertake an annual audit of music stock to identify repairs or acquisitions Bulk instrument hire can be arranged as required.	Rachel Evans/Ceri James	Rachel Evans/Ceri James Summer term 2025		

TARGETS IN: CO-CURRICULAR PROVISION	ACTIONS	LEAD PERSON	MONITORING (Who, When, How)	EVALUATION & SUCCESS CRITERION	COST
Increase the number of students engaged in instrumental tuition.	Work with SMS to coordinate, budget and plan accordingly. 1. Increase WCET provision, 2. Consider offering demo/taster sessions	Rachel Evans/Ceri James	Rachel Evans/Ceri James Summer term 2025		
Continue to expand community music-making and performance opportunities for all students	Signpost students to weekly ensembles, consider introducing live music week or signing up for annual performance events. Contact and liaise with SMS.	Rachel Evans/Ceri James	SMS to provide details of all events, workshops, ensembles as required. Throughout each academic year		
TARGETS IN: ENRICHMENT	ACTIONS	LEAD PERSON	MONITORING (Who, When, How)	EVALUATION & SUCCESS CRITERION	COST

# Music Service

<i>School has a programme of musical performances for each term</i>	Primary/secondary music leads/deputy head to co-ordinate a calendar of dates	Rachel Evans/ Ceri James/Carol Jones	Rachel Evans/ Ceri James/Carol Jones Summer term 2025 ready for next academic year		
<i>Provide more opportunities for pupils to hear live music performed in and outside of school</i>	To contact SMS about live music week performance Arrange a visit to the Llangollen International Eisteddfod	Rachel Evans/ Ceri James/Carol Jones	Rachel Evans/ Ceri James/Carol Jones July 2026		
<i>Promote music clubs, groups and opportunities outside school.</i>	Liaise with SMS Inform pupils of what is available - county school of music choirs/ensembles Put information on school website	Rachel Evans/ Ceri James/Carol Jones	Rachel Evans/ Ceri James/Carol Jones Spring term 2025 Inform pupils of what is available Information shared via school website		