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**Music Development Plan**

**2024-2027**

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|  |  | **RAG Rating & comments** |
| **1 – Overall objective/ vision** | To provide a rich, diverse, and progressive music curriculum for all children. (including during school hours and before/after school). This will be delivered through outstanding music teaching and leadership.  Opportunities to learn musical instruments, and participate in ensembles in school, along with regular performances, both in and out of school will showcase our children and make our school a leader in music education within the local community and beyond. This will also maximise cultural capital for all our children, their overall wellbeing and confidence, while creating a supportive community of music making. |  |
| **2 – Key components** | Music curriculum – minimum of 1hr per week per 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** | Investigate ways of providing this without allocated funding |  |
| **4 – Implementation of key components** | Music curriculum – CUSP  Classroom instrumental teaching – see box above.  Progression from classroom instrumental teaching – offer small group and 1-1 lessons in school, that feed into school ensemble. Develop a simple way of tracking students’ progress and identifying potential.  Visiting music teachers – work with music service  Links with external music organisations – to support recruitment of children for instrumental and before/after school activities, alongside inspiring future musicians and opportunity to see a live concert. What are the opportunities? Maintain ongoing contact. Music Mark Membership.  Pupil Premium student engagement – offer financial support using PPG. Signpost to scholarships etc. How can we recruit Pupil Premium students into instrumental lessons and wider activities?  Succession planning and CPD – Increase capacity of music delivery beyond the music lead/specialist – CPD? Investigate covering PPA with specialist music teaching.  Choir/ensemble –develop a KS2 choir  Whole school singing assemblies – provide a weekly whole school singing assembly.  Performance opportunities – provide a range of performance opportunities for children in school and beyond for parents to attend: Carol Concert, share & shine, Nativities and class/key stage productions;  School orchestra/ ensemble – build uptake of instruments to work towards a school orchestra. Attempt a music ensemble paid for by children to be run by a visiting music teacher.  Musical engagement with feeder secondary schools – look for opportunities to work with feeder secondary schools for transition.  Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. PTA; local charities; fundraising in school from performances etc) |  |
| **5 – Communication activities** | *Weekly briefing to parents*  *Specific emails regarding group & class activities*  *Facebook celebrations* |  |
| **6 – Evaluation process for the success of the Music Development Plan** | *Termly* |  |
| **7 – Transition work with local secondary schools** | Make contact with local secondary schools |  |
| **8 – Budget materials and staffing** | *No specific budget available due to whole school budget restrictions.*  *Funding opportunities to be explored.* |  |
| **9 – Pupil Premium and SEND provision** | ***Update the register of Pupil Premium children engaged in extra-curricular music activities***  ***SEND – with school's SENCo, review the access arrangements for SEN children within curriculum music lessons and beyond; review music curriculum with SENCo to consider special adjustments for children with additional needs.*** |  |
| **10 – Summary Action Plan** | * Contact local hub to for support - ask about instrumental teachers * Research CPD and book for 24-25. |  |