Music Development Plan

School: Marldon C of E Primary School
Trust/local authority: Devon LEA
Local music hub: Devon & Torbay
Music lead: Michelle Sozzi

Music specialist (if applicable): N/A
Headteacher: Jon Arnold
Date written: July 17th 2024
Date reviewed: September 10th 2025

	Music Development Plan
1 – Overall objective/s	Main priority areas identified in our school (on our action plan): Quality of education: • To ensure the foundation curriculum continues to allow a progression of skills including enhanced opportunities to include cross curricular skills. • To ensure all pupils consistently achieve highly. Personal Development: • To further develop curriculum opportunities that extend beyond the academic, technical or vocational and provide for pupils' broader development. Leadership & Management: • Leaders have a clear and ambitious vision for providing high-quality education for all pupils. • Leaders support all staff to improve their subject knowledge and pedagogical content knowledge • Continue to embed the self-evaluation skills of middle and subject leaders so they establish coherent and effective strategies for improving the quality of teaching in their areas of responsibility.
2 – Key components	List the key components that will make up the music provision in your school. The list below is an example and should be adapted for your school. • Music curriculum – taught predominantly by Charanga - including use of music technology in higher year groups. • Classroom instrumental teaching – Year 6 WCET Samba drums, Year 5 WCET Samba drums, Year 4 WCET Samba drums, Year 3 WCET Samba drums, Year 2 teacher teaches recorders and all year groups using instruments during teaching of Charanga units (Reception & Year 1 using glockenspiels). • Progression from classroom instrumental teaching – children and families directed towards peripatetic teachers to consider further lessons. • Visiting music teachers – three music specialists to teach weekly individuals for guitar/ukelele/piano/saxophone/drums plus WCET Years 3-6 Samba drums in Autumn Term. • Links with external music organisations and local hub.

	• Pupil Premium student engagement • CPD for all staff – online webinars, staff meetings, offering help with any music questions and sending out useful resources to help make music teaching easier, more creative and less daunting for some. • KS2 choir • Whole school singing weekly– worship songs linked into Christian Values and singing each term in preparation for a whole-school church services. • Performance opportunities – WCET with specialist perform to school, choir to perform at Marldon Church fairs and other opportunities, G & T individuals to perform during praise assemblies • Musical engagement other local Primary Schools at Blossoms Symphony Concerts • Additional funding from hub/charities/fundraising - MEG
3 – Classroom instrumental teaching	Reception & Year 1 – glockenspiels with class teachers. Year 2 - Summer term recorders with class teacher. Year 3 – Autumn term WCET with Samba drums with visiting music teacher. MEG funding used to fund this. Year 4 – Autumn term WCET with Samba drums with visiting music teacher. MEG funding used to fund this. Year 5 – Autumn term WCET with Samba drums with visiting music teacher. MEG funding used to fund this. Year 6 – Autumn term WCET with Samba drums with visiting music teacher. MEG funding used to fund this. Students showing particular enjoyment or aptitude are directed to school peripatetic teachers and families have also been sent information about local groups/tuition in Torbay to further interest and develop skill. Lessons include all children and support is given by visiting music staff, class teachers or LSAs as necessary. Some who find the environment too overwhelming can use ear defenders or move to practise outside the classroom with an adult. Challenge and increased difficulty also provided when children show particular skill/talent. All year groups have the opportunity to use school musical instruments when teaching the Charanga units.
4 – Implementation of key components	Consider how the key components listed above will be implemented (excluding classroom instrumental teaching). All year groups are expected to timetable music regularly. This might be weekly for some or longer lessons fortnightly depending on timetable restraints. Subject leaders complete monitoring actions and can see clear evidence of learning journeys through music units by Tapestry scrutinies and pupil conferencing. Tapestry looks are recorded formally and shared with SLT. Songs linked to worship - this helps children learn about the values whilst engaging in regular group singing. EYFS – Year 6 skill progression pathway is used to ensure coverage across the school and music units are on every year group's long-term plan.

5 – Communication activities	Peripatetic teachers: Yonder Folk (Matt & Jess) – guitar/ukelele weekly Blossoms Music School – piano & saxophone weekly Dan Collings – drum weekly Families are sent information and details about these (and any other local music groups that may be of interest) on Parent Pay: our school messaging system. Demonstrations take place prior to information going out either whole school or to individual classes. Any choir performances/details are also shared via ParentPay.
6 – Evaluation process for the success of the Music Development Plan	At the end of each academic year, a PRIMARY Schools Music Education Plan (SMEP) is completed. Doing this allows us to evaluate our music provision and focus on our main areas of development as a school: more performance opportunities and a larger range of peripatetic teaching (which we now have as of July 2024). From September 2024 this became a PRIMARY Schools Music Development Plan (SMDP).
7 – Transition work with local secondary schools	We currently don't have any transition work with local secondary schools, but this is something we will be looking to get involved with.
8 – Budget materials and staffing	• CPD will continue through staff meetings and communication when staff need further support or to share resource ideas. • Subject monitoring time and cover for class given to all subject leaders in our school. • Music budget £250 to cover Music Lead for subject monitoring and to replace any broken instruments/purchase new ones. £300 MEG funding supports WCET. Curriculum budget can also be used if necessary.

9 – Pupil Premium and SEND provision	All children are given opportunities to access classroom music-making and adaptations are made as necessary to enable them to take part in learning and skill progression. Where adult support is needed, LSA or class teacher assistance will be provided. JA (Head) has discussed using funding to support PP children getting started with peripatetic lessons where appropriate.
10 – Summary Action Plan	Action plan already written for our school based on Intent, Implement and Impact model. This focuses on our main school objectives above. This will be reviewed annually, as will the end-of-year PRIMARY Schools Music Development Plan (SMDP).

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