



## Holmes Chapel Primary School – Music Development Plan 2024-2025

<b>School Name:</b> Holmes Chapel Primary School	<b>Status (Academy / LA /Free /Other):</b> Academy
<b>MAT Name (as appropriate):</b> Aspire Educational Trust	<b>Name of Music Lead / Specialist:</b> Claire Lackford

### VISION:

At Holmes Chapel Primary School, children are exposed to diverse artists and performers from different genders, cultures, traditions, styles and genres to enhance their global and cultural understanding of the past and present world.

Children experience quality music first hand through visitors within school and visits out of school. They have access to high quality resources inside and outside of the classroom, which ensures we are covering the National Curriculum requirement to ‘engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement’. They have access to ICT to allow them to compose, observe and respond to Music using up to date techniques.

Children have opportunities to develop and enhance their performance with voice and instruments by following a clear progression of skills and technique taught through the scheme we have chosen, such as vocal and instrumental control.

All children, regardless of ability, are given the chance to express themselves through performing and composing, and are praised for their contribution.

As a result:

- Children will accept the validity of all kinds of music as of equal value to the performers and audience.
- Children are able to articulate their opinions about their own and others’ performances.
- Children view performing and listening to Music as an enjoyable, stimulating experience to enhance wellbeing and self-confidence through teamwork and individual expression.
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This school music development plan sets out how the school will deliver high quality music provision for all pupils in the three areas of curricular, co-curricular (extra-curricular) and enrichment against the key features of high-quality provision outlined in the National Plan for Music Education.

Area	Category	Where we are now?	Where we want to be?	How				
				Actions	Timeline and deadline	KPI’s	Action supported (or to be) by the music education hub? If yes how?	RAG
<b>Curriculum</b>	Curriculum design <small>Categories below listed as shown in ‘Vision and Self-assessment’ document</small>	2 1,2, 3 or working towards 1 (WT) plus narrative as required  Music Express taught throughout school except EYFS. EYFS teach Music but needs more specific	Identified Music skills teaching in EYFS LTP.	Subject lead (CL) to meet with EYFS team to identify opportunities for including Music as discrete skill	Academic year 2024-25.  Subject lead (CL) to meet with EYFS team to identify	Completed curriculum map identifying taught Music units of work in line with EYFS needs. Positive	Music Hub/Trust Leads EYFS and Curriculum lead in school	

		detail of when skills are taught.		within unit. Proposed use of BBC Schools resources.	opportunities for including Music as discrete skill within unit. Proposed use of BBC Schools resources.	feedback from staff and children.		
	Assessment - attach documentation and assessment materials	2 Assessment currently based on teacher judgement using ME scheme. Some but not all classes record evidence e.g. performance.	Develop and implement assessment materials and documentation.	Monitor the assessment material provided by Music Express and train staff. Identify opportunities for assessment. Look at how evidence is collected.	Ongoing	End Points completed after units have been delivered. Evidence of assessment & expectations.	Trust Development days for Music Leads to see how other schools record evidence.	
	Timetabling - include a timetable of music across the school	2 Music taught in each year but not every week owing to timetable restrictions	Ensure dedicated time for music in each class timetable and designated time for Music across all year groups.	To ensure the required time for Music for all year groups by monitoring class timetables and having discussions with individual teachers about their LTPs and MTPs. Identify other opportunities e.g. whole school/KS singing assemblies.	Monitored every term on subject lead time out of class.	Published timetable of Music opportunities within the school week.	Music Hub to check and checked at Trust Lead days.	A
<b>Tuition and Ensembles</b>	Instrumental and vocal tuition							
	Whole Class	1	Expand instrumental	Introduce	Have this in place	Children in KS1	Request support from hub	R

	<b>Instrumental Teaching</b> - Include details of the school's offer for each year group (wider opportunities, whole class curriculum teaching delivered by specialist). How will students' progress? Who will teach this? How will instruments be funded? How will lessons be inclusive? Where to next?	Year 4 whole class teaching by LMT specialist.	and vocal tuition options.  Provide professional development for tuition staff new to Recorder teaching.	Recorder tuition for ½ term in Year 2, taught by class teacher/Music lead. This is being moved from Year 3 to give access to KS1 pupils and make space for Year 3 to do Singfest. LMT continue to teach trombone, trumpet and clarinet in year 4. PTA to buy new instruments to replace worn ones.	on LTP by Sept 1st 2024 ready for the Summer Term	receiving instrument tuition.	of best resources for novice staff to deliver recorder lessons.	
	<b>Instrumental Ensemble Provisions</b>	1 Takeup is excellent and we have reached maximum capacity that space in the building and timetabling allows.	Identify children interested in participating in ensembles by sending letters to parents identifying opportunities (LMT and Front Row Music).  Schedule weekly rehearsal times.	Currently we offer 1:1 and group tuition for guitar, ukulele, clarinet, piano, violin. Continue to do this, encouraging new pupils to take spots once Year 6 have left.	Ongoing	Number of ensembles formed, performance frequency.	Music Hub Support	G
<b>Singing</b>	<b>Singing assemblies</b>	2 CL has created a bank of songs to sing. Assemblies happen in classrooms with some singing in whole KS/school	Schedule weekly singing assemblies.  Incorporate a diverse range of songs.	CL to meet with SLT to identify timetables and agree to minimum amount of time given.	Ongoing	Regular assemblies, child engagement.	N/A	G

		assemblies.						
	Choirs / Vocal Ensembles	1 Very successful choir but mainly female students. We need to encourage males to join.	Continue with school choir and vocal ensembles. Plan performances to increase awareness among pupils.  Increase love of singing in Year 3 to attract more members of school choir from September of Year 4.	Continue with the weekly choir sessions and performances throughout the year in Young Voices and local events e.g. school fair, village markets, care homes.  Year 3 will be taking part in Singfest in Spring 1. From Summer Year 3 can join the school choir.	Ongoing	Number of choir members, performance outcomes.	N/A	G
Leadership - role of music in school life and other opportunities	Leadership and advocacy	1 Claire Lackford has been in the role since 2016.	Claire Lackford to continue to champion Music, including diverse styles and performers.	To develop the love of music throughout the school by development our instrument provision and implementation throughout the curriculum.	Ongoing	Advocacy activities.	N/A	G
	Value of Music	2 Pupil Voice indicates pupils enjoy Music but don't get to do as much as they would like.	Highlight music's benefits through school events and communications Engage the school community.	Bringing parents and members of the community into school during events where music will be a focus, as well as at the local church during Christmas and	Ongoing	Increased engagement and attendance at music events.	N/A	G

				Year group performances.				
<b>Inclusion</b> - What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?	1	Implement strategies to engage Pupil Premium students and those with SEND.  Provide necessary resources and support.	Specialist instrument purchased for child with DS. Trauma Informed approach to children with sensory needs e.g. use of ear defenders, breaks, TA support in lessons.	Ongoing	Increased participation from targeted groups.	Hub support with inclusion initiatives.	A	
<b>Resources and equipment</b>								
<b>Budget</b> - 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.	1	Audit and upgrade music resources and equipment.	During PPA Time use Love Music Trust for specialist musical tutors in Year 4.	Ongoing	New resources to be acquired through PTA funding.	Hub funding – Love Music Trust	R	
<b>CPD</b> - What are the development needs of staff? Plans for CPD	2	Identify staff development needs.  Provide relevant CPD opportunities.	CL to attend the trust workshops for music leads. CL to disseminate to staff. Investigate CPD for whole staff	Ongoing		Hub CPD offerings Trust workshops	A	

				through LMT and discussion with SLT.				
	Partnerships - In what ways will you engage with the hub? What funding / support is on offer from the hub? What support do you require from hub?	2	Utilise hub support and funding. Continue to attend Music Lead workshops with the trust and LMT.	To develop links and to share best practice.	Ongoing	Active partnerships, funding utilisation.	Hub support	A
<b>Additional to vision document</b>								
<b>Communication:</b>	Write a communication plan, including information about how you'll keep parents updated via the school website; how a leaflet might be produced to inform parents about the whole school music offering; how social media might be used.	2	Develop a communication strategy to keep parents informed.	Regular updates about musical events etc in our weekly newsletter.	Ongoing	Regular updates, increased parent engagement.	N/A	G
<b>Music progression strategy:</b>	How will you support children to access high quality opportunities?	2 Children perform for each other in assemblies.	Support children in accessing high-quality opportunities to perform and watch performances. Make links with the High School for	Continue to provide opportunities for children to perform. Identify	Ongoing, and constant monitoring throughout the year based on teacher and child feedback.	Documented progression, child success in music activities.	N/A	G

			opportunities for our children to visit or theirs to come and perform.	opportunities for visitors to school to perform for our children.				
	How will you support and track progression?	<ul style="list-style-type: none"> <li>• Follow the clear progression framework outlining expected skills and knowledge for each year group using Music Express and linked end points.</li> <li>• Introduce regular opportunities for pupils to assess their own and peer performances..</li> <li>• Provide constructive feedback to pupils to guide their development.</li> <li>• Include recordings of performances, compositions, and reflections by children.</li> <li>• Encourage students to regularly assess their own progress and set personal goals.</li> <li>• Regularly update parents on their children's progress in music in Year 4 (LMT) and individual lessons.</li> <li>• Report attainment in Music on end of year report.</li> <li>• Use newsletters to share updates.</li> <li>• Identify specific training needs of staff.</li> </ul>						

Document created: Summer 2024

Document / school music progress review date: Spring 2025

Our Curriculum Overview is available on our school website