

St John the Baptist CofE Primary School, Findon

Music Development Plan



Date Completed:	July 2024
Review date:	July 2025
Responsibility:	Corrine Wellby

Music Development Plan Summary – St John the Baptist CofE Primary School



Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	October 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Corrine Wellby
Name of local music hub	West Sussex Music Hub
Name of other music education organisation(s) (if partnership in place)	NA

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils’ music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Not yet in place	Emerging	Established	Embedded
<p>Music is delivered ‘ad hoc’ and not in every year group. Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching.</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with additional needs are able to participate and engage with music-making.</p> <p>There is adequate teaching space and resources available.</p>	<p>The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments).</p> <p>Space and resources allow breadth of curriculum for all students, including music technology.</p>	<p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).</p>

Best fit: Emerging – the Sing Up scheme has been implemented as of September 2024. As such, there is no evidence of impact as yet.

- The scheme of work fulfils the statutory requirements of the National Curriculum (2014) and the Model Music Curriculum.
- Music is a timetabled subject and is taught discretely, following the Sing Up scheme. It is delivered as part of a two-year cycle. Lessons take place in the classroom as there is no separate music area within the school. However, we have a small music 'walk-in' cupboard containing all the instruments.
- Early Years have a 30-minute lesson; KS1 have a 40-minute lesson and KS2 have 50 minutes.
- Children in Holly class are taught to play the recorder by the music lead using the Sing Up instrumental scheme which follows the National Curriculum and Model Music Curriculum. Each child has their own recorder.
- Lessons have access to a range of tuned and untuned instruments.
- The sequencing and progression of skills is clear, as demonstrated on the Music Overview.
- Music lessons cover the inter-related dimensions of music: performing, listening, composing/improvisation, the history of music and reading notation.
- There is a clear structure to the lesson:
 - Children learn the outcomes at the beginning of the lesson.
 - They have a warm-up activity – this may include singing and actions.
 - They will have a listening activity with a particular focus.
 - There is a performing / composing / improvisation element. In KS2, they learn music notation and terminology.

ADAPTATION

The Music Lead has written Medium Term plans to match each Sing Up unit. Within each unit of work, teachers are provided with information on how each lesson may be adapted to match the learning needs for all children. As a result, we strive to remove barriers to learning for children with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

ASSESSMENT

On-going Assessment for Learning practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. Activities are filmed to ensure teachers can assess the children's progress. At the end of the year, each class teacher makes a judgement about the musical skills and development of each pupil in relation to the National Curriculum or Early Years Foundation Stage Framework which is recorded in the end-of-year report. Children in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

RESOURCES

We have a range of percussion instruments including: a class set of chime bars and additional xylophones; a class set of recorders; boomwhackers; a range of untuned percussion instruments including those from other cultures; a range of songbooks; drums; sing up resources

Area	Set your school actions here		Review date	Status
Curriculum	1	To develop the use of music technology e.g. Garageband (iPads)	July 2025	In progress
	2	Ensure children can articulate key vocabulary from music lessons. Can children explain what the terms and how it relates to music?	July 2025	In progress
	3	Ensure all teaching staff are confident in their delivery of effective music lessons.	July 2025	In progress

Part B: Extra-curricular Music & Enrichment

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Not yet in place	Emerging	Established	Embedded
<p>Singing takes place infrequently in school.</p> <p>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited or inconsistent.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged.</p> <p>All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</p> <p>Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully</p> <p>Students are able to take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, largescale events.</p>

Best fit: Emerging with some elements of Established

- At St John the Baptist, our children experience a wide range of singing opportunities.
- Children learn new songs within their music lesson and gain a deeper breadth of knowledge as they look at dynamics and music terminology to support their singing.
- We have an established choir who have the opportunity to meet twice a week (after-school on a Monday and a Thursday lunchtime.)
- Our choir have events throughout the year in which they represent the school including 'Lighting up the Christmas Lights', Walking Nativity, various times throughout the year at the local church, and the summer fair.
- We have a boys' vocal group who have performed to the whole school and parents. This is all inclusive and is open to boys in Y1-Y6. 26% of boys participate in this group. 19% are boys with SEND
- We have an after-school recorder club, open to all KS2 children. 30% of KS2 participate in this group. The children perform at the termly music concerts.
- KS2 children have the opportunity to participate in the O2 Young Voices in London.
- We offer peripatetic lessons in guitar which is through the West Sussex Music Service. Children have the opportunity to perform at the termly music concerts.
- All classes deliver an assembly to the whole school and parents and perform a song relating to their learning.
- KS2 classes are responsible for leading the Harvest, Christmas and Easter assemblies. The whole school join in with the celebrations with singing.
- Children have the opportunity to take part in a 'Sing and Sign' group, an after-school group run during the autumn term.
- There is a lunchtime KS1 instrumental club.
- The summer production is led by UKS2 children, every other year.

Area	Set your school actions here		Review date	Status
Vocal and instrumental opportunities	1	Continue to raise the profile of the choir and boys' vocal group to encourage	July 2024	In progress
	2	To raise the profile of the KS1 instrumental group	July 2024	In progress
	3	Look for more opportunities for the choir / boys' vocal group to sing outside of school	July 2024	In progress

Part C: Musical Experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Not yet in place	Emerging	Established	Embedded
<p>Engagement with the West Sussex Music Service.</p> <p>Small-scale performance takes place in the community, building on existing school links.</p> <p>Some parents and carers support music-making in the school by attending events.</p>	<p>The school takes up opportunities from West Sussex Music Services (such as the Big Sing event) and signposts opportunities for students.</p> <p>Community links are established with the music team; regular events take place throughout the school year.</p> <p>Parents and carers actively support music making, through support at events and through home learning.</p>	<p>The school makes the most of a wide range of opportunities from West Sussex Music Services.</p> <p>Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education).</p> <p>The views of pupils, parents and carers have been considered when developing music provision.</p> <p>The school has links to the wider music eco-system and actively encourages students to join West Sussex Music ensembles. Students benefit from interactions with those working in the profession.</p>	<p>The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting.</p> <p>There is a coordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.</p> <p>Parents/carers and the wider community are actively involved in school music making</p> <p>The school has established connections with the next stages of musical education so that progression routes can be signposted meaningfully.</p>

Best fit: Emerging with elements of Established

- Lead Music teacher is an experienced teacher with a music degree. She has previously coordinated locality singing KS1 and KS2 events and achieved Sing Up awards and Gold Artsmark awards.
- All children receive a whole-school singing session on a Thursday afternoon, 'Songs of Praise'. As a Church of England school, hymns are taught through our assembly planning from the Diocese of Canterbury. Children are taught singing technique in a bid to improve performance.
- All classes deliver a yearly class assembly, during which they perform a song linked to their topic or one taught through their music lesson.
- WSMS provide peripatetic lessons for guitar.
- Community involvement includes Harvest Festival, Christmas events and the summer fair. Parents are invited to all of these events and the annual class assembly.
- Music Lead conducts pupil meetings at the end of the year to get viewpoints about music provision. We also welcome parent comments via the annual parent survey. For example, this year sees the start of the KS1 instrumental group based on some comments about music opportunities for younger children. Through our parents'

forum, we have identified the need for an after-school club as there are children who would like to attend but it clashes with their lunchtime. A parent with a music background has offered to take this group whilst the music lead is working with the boys' vocal group.

- Any correspondence sent via the WSMS is shared with parents particularly in promoting instrumental opportunities and events.

Area	Set your school actions here		Review date	Status
Musical experiences	1	Ongoing communication with WSMS, developing a greater relationship – activities to be planned throughout the year e.g. Big Sing – consider financial implications	July 2025	In progress
	2	Looking for opportunities for children to sing within the community in addition to current events	July 2025	In progress
	3	Explore opportunities for additional peripatetic lessons – parent survey	July 2025	In progress

In the future

This is about what the school is planning for subsequent years.

- Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.
- CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery.
- Links with external music organisations – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert. What are the opportunities? Maintain ongoing contact.
- Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary school 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.)