

Swainswick Music Development Plan

Music lead: Jessica Hitchcock

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Trust/local authority: BWMAT

Music specialist: George Wilson, Jamie Williams

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Local music hub: BANES

Head of School: Jay Hall

Colour coding key

Yellow – 2022-2023

Lilac – 2023-2024

Blue – 2024-2025

Green – Already achieved

1 – Overall objective

At Swainswick Primary school, we understand the value and significance of music to everyday life and how we experience the world around us. Our aim is to provide a music curriculum which will engage and inspire pupils to develop a love of music and their talent as musicians. We intend to make music accessible to all pupils and provide them opportunities to experience a wider range of musical styles and instruments, develop technical experience and create their own music.

Children will focus on developing **all 4 key aspects of the music curriculum: Listening, Singing, Creating and Performing**. the ability to understand rhythm and follow a beat through songs and games, helping them to develop music skills including singing, play tuned and untuned instruments, listening and responding to music, composing music on range of instruments and performing as individuals and ensembles at various points throughout the year.

Where appropriate, our curriculum drivers (well-being, effective communication, creativity and expression and global responsibility) are woven throughout our Music curriculum to enhance learning and promote positive attitudes to learning which reflects the values and skills needed to promote responsibility for life-long learning and success.

<p>2 – Key components</p>	<p><i>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.</i></p> <ul style="list-style-type: none"> • Music curriculum support by Charanga, including use of music technology – EYFS, KS1, KS2, SEND • The use of Logic Pro DAW and Musescore (notation software) for composition technology • Classroom instrumental teaching by music expert (djembe, glockenspiel, ukulele and keyboard) • Carefully sequenced progression from classroom instrumental teaching, • Vision, intent/implement/impact, progression of skills and vocabulary. • Whole school singing assemblies • Performance opportunities • School concert performances (Spring Concert, Autumn/Easter services, Christmas performance, KS2 Performance)
<p>3 – Classroom instrumental teaching</p>	<p><i>Include details of the school's offer for each year group. How will students progress? Who will teach this? How will instruments be funded? How will lessons be inclusive? Where to next?</i></p> <ul style="list-style-type: none"> • A well sequenced Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND, which includes 30 minutes of whole year group teaching and 30 minutes singing assembly. • Classroom instrumental teaching • Music assessed using CUE assessment. • Progression from classroom instrumental teaching • Taught by a music expert • Djembe drums, keyboards glockenspiels and ukuleles already owned by the school. Additional instruments (violins, trumpets, saxophone and recorders were donated) • Lessons as inclusive based on quality first teaching, Music expert working alongside class teachers to provide support and ensure all learners can access the music curriculum and supported by SENCo. Links with external music organisations • Vulnerable student engagement, including Pupil Premium • Succession planning and CPD • Choir/ensemble

	<ul style="list-style-type: none"> • Whole school singing assemblies • Performance opportunities • Musical engagement with feeder secondaries – Next step
<p>4 – Implementation of key components</p>	<p><i>Consider how the key components listed above will be implemented (excluding classroom instrumental teaching).</i></p> <p><i>For example, include a timetable of music across the school; attach documentation and assessment materials; write or insert a detailed description of the curriculum from EYFS-Year 6; include detail of music assemblies and a programme of performances; insert information about the school’s song bank.</i></p> <ul style="list-style-type: none"> • Song bank provided by SPARKYARD and songs are chosen by staff when relevant for the time of year. • Singing assemblies which incorporate the key skills progression, including safe singing posture, singing in a variety of keys/time structures and harmonic development. <p>Performances</p> <ul style="list-style-type: none"> • All classes participate in a music performance as part of the Harvest and Easter Service. • Spring music concert for class performances and by children in 1:1 music lessons. • R/Y1 – Nativity (Christmas), • Year 2/3 – Term 6 End of year performance • Year 4/5/6 – Term 6 End of year performance. <p>Development of Music curriculum – EYFS, KS1, KS2, SEND. Listening curriculum (scheduled assembly music) and school song bank</p> <p>Classroom instrumental teaching – see box above.</p>

Progression from classroom instrumental teaching – develop a simple way of tracking students' progress and identifying potential; research individual talent development programmes for students showing potential.

Visiting music teachers – to investigate visiting musicians .

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. Foster relationship with local music hub and Clevedon performance spaces – what are the opportunities? Maintain ongoing contact.

Music Mark Membership – assess their award & whether it is useful.

Vulnerable student engagement – how can we recruit Pupil Premium and other vulnerable students into instrumental lessons and wider activities?

Succession planning and CPD – Train a level 3/high level teaching assistant (HLTA) to deliver KS1 music to support the wider school curriculum and increase capacity of music delivery beyond the music lead/specialist.

Choir/ensemble –

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: Harvest Festival, Carol Concert, Spring Concert,

-Spring Music Showcase Concert – for visiting music teachers' students, choir and music ensemble only; class music assemblies for parents showcasing music curriculum music; Nativities and class/key stage productions. Forge links with other primary schools.

Musical engagement with feeder secondary schools – look for opportunities to work with feeder secondary schools for transition, Also invite secondary school musicians to perform in assembly.

	<p>Additional funding from hub/charities/fundraising – proactively try to find additional funding for music from the local music hub, local charities, and fundraising in school from performances.</p>
<p>5- classroom instrumental teaching</p>	<p>Whole class ukulele for Year 3; assess which children show particular interest and signpost small group lessons with visiting music teachers (guitar); provide leaflet for The Rock Project.</p> <p>Reception/Yr 1/Yr 2/Yr 3 - Glockenspiels and Djembes</p> <p>Yr/4/5/6 - Glockenspiels, Djembes, Ukuleles, Keyboards.</p> <p>Students will receive class instrumental tuition on the instruments as laid out above. During this time, a variety of resources including Charanga, teacher led notation and more will be used to give students a comprehensive approach to understanding and playing their instrument. Both peer and wider performances opportunities are available</p>
<p>5 – Communication activities</p>	<p><i>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.</i></p> <p>Add information about music provision across the school to the website and produce a parent leaflet.</p> <p>Share information about music activities via school social media accounts.</p> <p>Music Lead to present development plan to Governors.</p>

<p>6 – Evaluation process for the success of the Music Development Plan</p>	<p><i>Decide how you are going to track whether the plan is working. Include timeframes for progress meetings.</i></p> <ul style="list-style-type: none"> • Monitor music lessons for each class twice per year. • Review the MDP on a termly basis. <p>Termly meetings with headteacher to assess the progress of the programme; contact with the local music hub/ music experts such as Jimmy Rotherham at Feversham School & Elizabeth Stafford of Music Education Solutions to give feedback and receive additional support on any difficulties encountered.</p>
<p>7 – Transition work with local secondary schools Out reach with other Trust schools</p>	<p><i>Consider what you will do to maintain musical engagement from Year 6 to Year 7, including any communication you will make with local secondary schools.</i></p> <p>Email Secondary schools during Autumn Term for a conversation about transition arrangements for this academic year; have a summary document of all children currently having instrumental lessons, singing in choir, or attending ensembles ready for this meeting.</p>
<p>8 – Budget materials and staffing</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>£3,000 – grant based:</p> <ul style="list-style-type: none"> • Friends pay £1000 towards music. • £2000 allocated from Swainswick School Educational Trust Grant: <p>This is an enriching music provision for children that helps increase their confidence, working together as a team. It builds a foundation of music, rhythm and repetition. The school celebrates achievement and skills are displayed at events such as the village fete and throughout the academic year at parent events. Continuity in music education is paramount, skills learnt need to be built on and extended over time for children to grow in confidence, and to give them an ability to foster a wider engagement that extends beyond the classroom. This</p>

	<p>has been extremely successful and well received by pupils, staff and parents. We wish to continue the provision across the whole school.</p> <p>This money pays for:</p> <ul style="list-style-type: none"> • George Wilson and Jamie Williams, music specialists, for individual music lessons and whole class teaching. • <i>Charanga</i> - £120 per year <p>Grant for recorders or have cake sale?</p> <p>CPD – Webinars available from Charanga. CPD from George.</p>
<p>9 – Pupil Premium and SEND provision</p>	<p><i>What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?</i></p> <p>Engagement of PP and SEN students is a priority and supported through the wider curriculum, including our curriculum drivers (global responsibility, communicators, well being, arts and performance and creativity) and provision put in place – such as music 1-1 lessons, end of year performances, Spring concert, Duke of Edinburgh...</p> <p>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.</p> <p>SEND – liaise 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.</p>

10 – Summary Action Plan

Write a list of immediate actions – make them SMART (specific, measurable, achievable, relevant, time-bound).

- Links with external music organisations – to contact Wiltshire Music hub and book visits by bands.
- Pupil Premium student engagement and SEN – plan opportunities for PP and SEN to engage in additional music sessions.
- Succession planning and CPD
- Choir/ensemble/School orchestra
- Musical engagement with feeder secondary schools
- Additional funding from hub/charities/fundraising

- Email feeder secondaries by end of Autumn term.
- Contact local hub to ask about any other instrumental opportunities/ assembly to promote lesson uptake.
- Arrange meeting with IDO to discuss budgets in the next month.
- Research CPD book for next term.
- Investigate funding opportunities from local/ national organisations (to upgrade or purchase new equipment, ie: set of class keyboards for Eagles)