

Music Development Plan

School: St Stephens Academy Launceston Trust/local authority: AnDaras

Local music hub: ASONE

Music lead: Rachael Jenkin

Music specialist (if applicable): Kari Gilbert / Emily Tucknott

Headteacher: Maura Furber



Date written: April 2023

Most recent review date: October 2025

	Music Development Plan
1 – Overall objective	Pupils leave St Stephens Community Academy having developed a love of music and an understanding of how to make music. Pupils develop a lifelong love of music. They are given the opportunities to experience a high-quality range of recorded and live music and learn to play a range of instruments, including the voice, with increasing skill and confidence. Music to support language and communication throughout the school. Pupils are given the opportunity to take part in musical theatre clubs and end of term whole school performance to the community.

2 – Key components	• Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND - Classroom instrumental teaching- First Access • 1:1 music teaching • Pupil Premium student engagement • Planned teacher CPD • Whole school singing assemblies • Performance opportunities. • Musical Theatre opportunities • Additional funding from hub/charities/fundraising
3 – Classroom instrumental teaching	• At least once in KS1 and KS2 children will have access to whole class instrumental lessons by a music specialist, currently e.g. African drumming and Ukuleles depending on hub funding and criteria. • Children from the ARB join in year group instrumental lessons when appropriate. • During EYFS and KS1 children are supported to develop composition skills with support from class teachers, through structures and child led opportunities. • KS2 children have access to use technology through class lessons to compose music, Charanga is used to support this.

4 – Implementation of key components

- The school is developing a programme of themes and songs covered; teachers are now all using Charanga confidently. Knowledge and skills organiser from EYFS-Y6 linked to Charanga.
- Assessment by Music specialist is conducted by recording audio/video at the beginning, mid-point and end of each unit with notes about any successes, pupils and areas to develop.
- Charanga assessment will take place at the beginning and end of each unit- with a focus point of performance to others in/ out of school.
- Weekly singing assemblies – We need to continue to finetune these to tie into the Charanga themes throughout the year- some focus is there leading to Christmas, Harvest, end of year performances etc.

5 – Communication activities	• SEND- Music has been linked to learning by showcasing parents singing hands and online Blogs. • Newsletters and Facebook showcase our musical development and understanding. • Performances are shared with parents, online, emails, texts and social media. • Music is captured in videos and pictures and showcased on school social media networks. • Community involvement in end of year musical production . Funding secured for following year.
6 – Evaluation process for the success of the Music Development Plan	• Review at the end of Summer 2- to support the further development of music in 2025/2026. • Termly reviews of areas which need to be developed and further CPD to support staff. • Further develop links to the wider curriculum e.g. involvement with AsOne linked to SongFest and Cornish Music project-Y4 and Y5.

7 – Transition work with local secondary schools	• No current links to Secondary school, however we have made contact with SEND provision at Launceston College to support communication development.
8 – Budget materials and staffing	• Individual and group lessons available through private teachers (drums) and CMS (cello, guitar and keyboard currently) • Request for funding for musical events to local community partnerships e.g. Rotary.

9 – Pupil Premium and SEND provision	What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music? • NURTURE GROUPS- to support with communication, TIS, wellbeing, SEMH pupils from across the school. • ARB have access to a nurture group which takes place in Class 7 so children not accessing are still subjected to musical opportunities. • Singing hands, makaton are used daily in Class 7 and linked to wider learning across school. • Daily singing and musical opportunities. • Singing registers • Contact has been made with ASONE to support KS2 and SEND pupils create a voice through music.
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10 – Summary Action Plan	• Staff CPD- Charanga- Staff supported to access, review at end of Spring # 2 2026 the impact this has had to better support CPD and development of music in classrooms. Non-experts confidence scale. • Fine tune the focus of singing assemblies by end of Autumn 2 • Liase with Music specialist to have plans in place of the lesson focus and overall outcome. • Create a timetable of musical lessons/opportunities happening in school across the year • CPD- Music lead to continue to develop their understanding of how to best support staff and local opportunities.
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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](#)