

Music Development Plan

School: St Stephens Academy Launceston

Trust/local authority:

Local music hub: ASONE

Music lead: Rachael Jenkin

Music specialist (if applicable): Kari Gilbert

Headteacher: Maura Furber

Date written: April 2023

Review date: April 2024

	Music Development Plan
1 – Overall objective	<p>Pupils leave St Stephens Community Academy having developed a love of music and an understanding of how to make music.</p> <p>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.</p> <p>Music to support language and communication throughout the school.</p>
2 – Key components	<ul style="list-style-type: none"> • 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 • Additional funding from hub/charities/fundraising
3 – Classroom instrumental teaching	<ul style="list-style-type: none"> • At least once in KS1 and KS2 children will have access to whole class instrumental lessons by a music specialist, currently African drumming, Ukuleles have been booked for September through hub funding. • 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 has access to use technology through class lessons to compose music, Charanga is used to support this.

4 – Implementation of key components	<ul style="list-style-type: none"> • The school is developing a programme of themes and songs covered; This will be completed in Autumn term as teachers are being supported to use Charanga during the summer term • 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 finetune these to give them more of a purpose and aim throughout the year- some focus is there leading to Christmas performances etc. • Discussions around themed music have begun, linking to whole school areas of learning or SCARF
5 – Communication activities	<ul style="list-style-type: none"> • 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.
6 – Evaluation process for the success of the Music Development Plan	<ul style="list-style-type: none"> • Review at the end of Summer 2- to support the further development of music in 2023/2024. • Half termly reviews of areas which need to be developed and further CPD to support staff. • Further develop links to the wider curriculum once teachers have a better understanding of subject knowledge and how to access Charanaga.

7 – Transition work with local secondary schools	<ul style="list-style-type: none"> 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	
9 – Pupil Premium and SEND provision	<p>What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?</p> <ul style="list-style-type: none"> 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. Daily singing and musical opportunities. Singing registers Contact has been made with ASONE to support EYFS and SEND pupils create a voice through music.

10 – Summary Action Plan	<ul style="list-style-type: none"> • Staff CPD- Charanga- Staff supported to access, review at end of Summer 2 the impact this has had to better support CPD and development of music in classrooms. • Fine time the focus of singing assemblies by end of Autumn 1 • Gain an understanding of school music resources by end of Summer 2. • Liase with Music specialist to have plans in place of their lesson focus and overall outcome. • Create a timetable of musical lessons/opportunities happening in school by end of Autumn 1 • CPD- Music lead to continue to develop their understanding of how to best support staff and local opportunities.
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*Written for Music Teacher by **Karen Marshall**. As well as being a house author for Faber Music and a writer for Collins Music and ABRSM publishing, Karen Marshall is a practising primary music specialist (reception to Year 6) and lead in two York primary schools. She also teaches through her charity work for the British Dyslexia Music Committee supporting neurodiverse learners. She launched her writing career back in 2010 with Music Teacher magazine and continues to be a regular contributor.*

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](#)