

Music Development Plan 2023.24

Vision 2023 – 2024: At Coupe Green, our aim is to provide a music curriculum which inspires and engages pupils in all aspects of music and allows them to reach their musical potential. We want our children to enjoy singing, composing and performing for others as well as experience the sense of achievement that can be achieved through playing musical instruments

Whole School Improvement Targets			
To foster a love of reading so that children read more widely, broadening their understanding and use of language.	To ensure that pupils make good or better progress from their starting points.	To ensure the curriculum design is effectively and consistently implemented across all subject areas so that pupils secure the essential knowledge more deeply.	To support all children to demonstrate excellent behaviour and consistently positive attitudes to learning.
Priority 1: To ensure effective monitoring in Music to improve standards, planning and progress across school.			
<p>Key Strengths in this area:</p> <ul style="list-style-type: none"> • A variety of extra-curricular activities offered through music. • Extra-curricular activities encourage children to work as a team, develop confidence and explore new interests. • Music is taught in the curriculum throughout each phase and year. Progression in music takes place across a number of areas that produce high-quality musical outcomes. <p>Areas for Development</p> <p><u>Intent</u></p> <ul style="list-style-type: none"> • To be confident with the associated vocabulary for all taught areas of music • Repeat fundamental skills to ensure that they are embedded within long term memory. • Planning is based on procedural, declarative and tacit knowledge with a spiral curriculum with small, incremental steps in learning. • Music is inclusive for all learners. • Staff are aware of previous learning in other year groups which they can plan to add to. • Music is taught consistently for every year group every week across the year and is within every timetable. <p><u>Implementation</u></p> <ul style="list-style-type: none"> • To continue to improve subject leadership through updated CPD. • To update good practise through staff meetings. • Teachers modify their music planning to meet all children’s needs and curriculum drivers. <p><u>Impact</u></p> <ul style="list-style-type: none"> • Teachers record observations of attainment and achievement during the lesson. • Music is monitored throughout all year groups using a variety of strategies such as lesson observations, providing performance opportunities and pupil/staff voice. 			

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Proposed Outcomes	Actions	Resources/Cost	Timescale
To deliver high-quality weekly music lessons	Weekly walk-through to discuss with class teacher any learning that is in books/ not in books that has happened. Use pupil voice to develop planning.	Subject leadership time 1x weekly.	KS1 week 1//KS2 week 2 rotation.
Rapid action will be taken to improve standards of teaching and learning in Music where / when necessary.	Subject leader to continuously triangulate long-term overview, medium plans and objectives with evidence in the books on a weekly rota for classes.	Subject leadership time 1x weekly.	KS1 week 1//KS2 week 2 rotation.
The subject leader will have a greater understanding of children's starting points in Music (EYFS).	Subject lead to observe EYFS lesson with a Music focus. Subject lead to talk to EYFS children about their topic to see what they have been learning and the knowledge and vocabulary they have. Develop EYFS practice to include musical questioning.	Subject leadership time 1x a term.	Every term.

Evaluation

Priority 2: To develop and implement assessment strategies to support pupils' musical progress and inform an understanding of the success of the implementation of the curriculum.

Key Strengths in this area:

- Staff use the Music Progression Map effectively to plan and assess progress.
- Assessment is delivered through summative and formative approaches to Music in forms of: solo and ensemble performance, written learning and questioning.

Areas for Development

Intent

- For staff to feel confident assessing children and aware of the next steps for progression.
- For an effective assessment system to be implemented across school
- For subject leader to be able to assess strengths and areas for development in the subject.

Implementation

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- For subject leader to use the progression map to create an assessment document with teaching staff.
- Subject leader will model good practise to all from Music CPD.
- Data collection points to be termly.
- Subject lead to be continuously monitoring books and discussing with teachers current learning.

Impact

- A reflection on standards achieved against the planned outcomes
- Pupil interviews about their learning
- Summative assessment is completed at the end of each unit to inform leaders of the progress or skills that need to be developed. This informs next steps and planning both short term and long term.
- Staff feel confident in their assessments and are aware of previous learning/assessments prior to their year group.

Proposed Outcomes	Actions	Resources/Cost	Timescale
1. There will be an effective assessment system in place for Music.	Use the progression map to create a new assessment document for the whole school. Staff meeting- write assessment document as a whole school in EYFS, KS1 and KS2 teams.	Staff meeting to write the assessment document for whole school.	Spring 1
2. Class teachers will feel confident in assessing Music and have a better understanding of children's progress	Subject lead to lead a staff meeting modelling a new assessment system. Subject lead to go on Music CPD course to develop professional knowledge. Staff to share current assessment strategies they are using for summative/formative opportunities.	Staff meeting to showcase new assessment system.	Spring 2
3. The subject leader will be able to identify the strengths in Music and areas for development.	Uniform Music Data collection points for the end of Aut 1, Spr 2 and Sum 3 using language: working towards, working at and working above.	Staff meeting time at the end of each half term to reflect on progress and collect data.	Autumn 2, Spring 2, Summer 2

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	Subject leader to continuously monitor the % of children working at and above.		
Evaluation			
Priority 3: To ensure our Music curriculum offers children the opportunity to use musical instruments to perform and compose individually and in an ensemble.			
<p>Key Strengths in this area:</p> <ul style="list-style-type: none"> • High-quality live or recorded classwork. • Singing and celebration assemblies take place weekly. • Private music tutors that come in 1x weekly. • Uptake on instruments has risen since the launch of Rocksteady in April 2023 <p>Areas for Development</p> <p><u>Intent</u></p> <ul style="list-style-type: none"> • For all children have the opportunity to learn at least 2 musical instruments with the intent that some children are inspired to continue with their music learning in their own lives. • To develop the interrelated skills of performing, composing and appreciating music <p><u>Implementation</u></p> <ul style="list-style-type: none"> • Many opportunities are provided for musical expression in school – learning an instrument from a private music teacher, Rocksteady, musical productions, assemblies and charity singing opportunities at St Catherine's Hospice. • Children are given a number of instrumental audience performance experiences throughout the year. • Weekly singing assembly to provide opportunity to improve singing skills regularly and consistently. <p><u>Impact</u></p> <ul style="list-style-type: none"> • More children are enjoying performance opportunities. • Children interviews indicate that they view Music as a subject they enjoy and see the pleasure in it. • Nativities, assemblies and musical concerts showcase a wide variety of opportunities for individuals and ensembles to perform. • Children feel more confident in their music abilities. • Children will have the vocabulary to further their musical understanding in performance. 			
Proposed Outcomes	Actions	Resources/Cost	Timescale
1. Singing is used to support developing class ethos and to support	School singing assemblies to continues 1x week. The children will learn a song for a few weeks until confident and will move on to the next.	Singing assemblies	1x weekly

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learning across the curriculum.			
2. Children will have opportunities to perform individually or in an ensemble format during the year.	Teachers will plan in times when Children will have opportunities to perform at times of celebration and events. Rocksteady concerts planned in for every term.	Assembly 1x term	Autumn 2, Spring 2, Summer 2.

Impact

Priority 4: The school provides an inclusive ethos where pupils' love of the subject can flourish.

Key Strengths in this area:

- Pupils' engagement with high-quality repertoire
- High age-related standards of performance
- High teacher expectations, for example in part-singing, vocal tone or intonation
- Creative composition work that shows strong understanding of melody and structure
- High levels of participation and uptake in musical activities.
- PP schemes in place for Rocksteady.

Areas for Development

Intent

- To be confident with the associated vocabulary for all taught areas of music
- For all children to be able to access the Music curriculum.

Implementation

- Children to have vocabulary mats, purposeful resources and displays to engage and embed the vocabulary used in Music so they can relate it towards a performance.
- 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.
- Subject lead to meet with school's SENCo.
- Review the access arrangements for SEN children within curriculum music lessons.

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- Review music curriculum with SENCo to consider special adjustments for children with additional needs.

Impact

- Children will have the vocabulary to further their musical understanding in performance.

Proposed Outcomes	Actions	Resources/Cost	Timescale
1. Children and teachers will be confident with the associated vocabulary for all taught areas of music.	<ul style="list-style-type: none"> Subject leader will provide vocabulary mats for SEND children to help embed the learning and persist on high expectations. 	Create word mats based on progression map.	Autumn 2
2. Children to be able to access and embed a love of learning within the Music curriculum.	<ul style="list-style-type: none"> Plan a 'Music Day' across the school to participate in music workshops that will help them explore their musical abilities. Musical visitors 	'Magnificent Music Day' in Spring 2 which will allow each class to focus on a music-based skill.	Spring 2
3. Teachers to know how to create inclusive opportunities in their planning and learning for SEND.	<ul style="list-style-type: none"> 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. EYFS specialist to show opportunities for Music for children with additional needs in provision. Subject lead to discuss 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. 	Staff meeting with Mrs Cooke	Autumn 2

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Evaluation			