



Music  
National Plan for Music  
3 year Action Plan

School: Southey Green Primary School

The School Music Development Plan should set out how the school will deliver high-quality music provision for all pupils.

Action	Year One actions	Year Two actions	Year Three actions
<b>1</b> <b>Develop a well sequenced and progressive approach to whole school singing so that pupils develop confidence and accuracy.</b>	Create a skills progression for singing based on the Model Music Curriculum and adapted to the needs of the school context.	Create a lesson sequence and template for staff to embed a singing skill into each music lesson.	Monitor, embed and support staff to ensure a consistent approach to singing across school.
	Create a bank of core songs for each year group based on the skills in the skills progression.	Build performances into the whole school calendar and parent events.	Organise and run extracurricular activities to support singing.
	Introduce whole school singing into assemblies.	Create a bank of facts/PowerPoints to accompany the singing assemblies.	Build relationships with outside providers to support music in the wider life of school.
	Plan out musical genre singing assemblies to ensure children get access to a wide variety of music	Invite children to pass comments on entry and exit music in assemblies using accurate musical terminology.	Invite all pupils to discuss pieces of music demonstrating accurate use of musical terminology and an ability to compare pieces.
<b>2</b> <b>Create well planned adaptation for SEND pupils to ensure the curriculum is accessible and differentiation for all to access.</b>	Audit staff confidence in differentiation in the teaching of music.	Create an overview of SEND in school.	Consultation and evaluation of the provision being offered in school.
	Use the SSG (Sheffield Support Grid) to find curriculum adaptations.	Access the needs of pupils in KS1 and KS2 and the adaptations needed for high quality teaching for all.	Collect pupil voice from all pupils on the resources and differentiation in music lessons.
	Identify and trial adaptations in selected year groups (MTP's, resources, physical supports)	Support teachers to make resources to support SEND pupils in music lessons.	Update and improve supporting resources in music.
<b>3</b> <b>To provide opportunities for children to practise playing musical instruments. Through the use of music technology, Kapow instrument units and extra-curricular opportunities.</b>	Map out the teaching of instruments for across school including FS.	Develop school provision for the teaching of musical instruments.	Incorporate musical instruments into music week and use them during performances.
	Ensure that instruments are available in all year groups.	Work with Lowe Academy of Music to offer professional musical instrument lessons for a year group.	Collaborate with other schools to showcase instrumental ability.
	Support teachers with delivering the teaching of musical instruments.	Support teachers with the teaching of musical instruments so that all lessons are at a good standard.	Increase the number of local musicians visiting school to increase children's aspirations.

Action	Year One progress	Year two progress	Year three progress
<p><b>1</b></p> <p><b>Develop a well sequenced and progressive approach to whole school singing so that pupils develop confidence and accuracy.</b></p>	 <ul style="list-style-type: none"> <li>• Music end points created based on national curriculum and Model Music curriculum</li> <li>• Created a bank of songs for singing assemblies to support teachers in delivering singing assemblies.</li> <li>• Singing positions document created so that children able to vocalise properly</li> <li>• MTP's created to support staff with delivery of Kapow scheme</li> <li>• LTP for Kapow and vocabulary created</li> <li>• Evidence corridor displays introduced within school to showcase individual year groups learning</li> </ul>		
<p><b>2</b></p> <p><b>Create well planned adaptation for SEND pupils to ensure the curriculum is accessible and differentiation for all to access.</b></p>	 <ul style="list-style-type: none"> <li>• Database of SEN need within school- teachers able to identify the needs of their class</li> <li>• MTP's created to allow teachers to know what the expectations are for that lesson in order to differentiate tasks.</li> <li>• Kapow provides variation ideas within units to adapt learning for pupils who are SEN/exceeding</li> </ul>	 <ul style="list-style-type: none"> <li>• SEN need within school identified</li> </ul>	
<p><b>3</b></p> <p><b>To provide opportunities for children to practise playing musical instruments. Through the use of music technology,</b></p>	 <ul style="list-style-type: none"> <li>• Long term plan created using Kapow units which include music instruments.</li> </ul>	 <ul style="list-style-type: none"> <li>• Contacted Lowe Academy to support teaching one year group a</li> </ul>	

**Kapow instrument units and extra-curricular opportunities.**

- Untuned instruments ordered for the whole school providing more variety to children
- Rocksteady launched within school allowing children to sign up to bespoke small group instrument lessons

musical instrument each year (ukulele)