

Music Development Plan 2024-25

Using Devon Music Development Plan

[Microsoft Word - FINAL Music Development Plan, self-evaluation tool for schools \(musiceducationhub.org\)](#)

<p>Consider....</p> <ul style="list-style-type: none"> • Quality of Provision • Curriculum design, coverage, appropriateness • Curriculum delivery, teaching and assessment, • Parental engagement • Attainment, Progress, Basic skills • Personal Development • Leadership and Management • Key stage markers and end points • Intervention and provision for lowest 20% 	<p>Priority Targets:</p> <ul style="list-style-type: none"> • To ensure all pupils have access to a rich, diverse Music curriculum that ensures continuity and progression across year groups. • The music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum and/or other equally challenging curriculum (where appropriate). • To provide enriching extra-curricular activities, subject celebrations, leadership and career opportunities. • To consider how children and families facing the largest barriers are given support to engage in music, both as part of and beyond the curriculum e.g. through Pupil Premium or other funding. 	<p>Music Lead:</p> <p>Harriet Lawrence</p>
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	<ul style="list-style-type: none"> To ensure all staff delivering music engage in appropriate subject-specific professional learning to maintain their confidence and build expertise. To developing the number of Community links with Music and establish a greater number of regular events to take place throughout the school year. 				
<p>Priority Target 1 (In the classroom)</p> <p>This section focuses on the statutory requirements of music education, including the taught curriculum and curriculum progression routes across the key stages. It also includes consideration of the space and resources necessary to teach music effectively.</p>	<ul style="list-style-type: none"> To ensure all pupils have access to a rich, diverse Music curriculum that ensures continuity and progression across year groups. 				
Objectives	Actions (Processes)	Success Criteria (Outcomes)	Monitoring Arrangements (Outputs)	Evaluation Process and Timeline	£/time
<p>1.1</p> <ul style="list-style-type: none"> The music curriculum is at 	<ul style="list-style-type: none"> Music Lead to look at curriculum . 	<ul style="list-style-type: none"> Curriculum shared with staff. 	<p>SLT Subject Leader</p>	<p>Sept onwards</p>	<p>Termly meetings-HT</p>

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<p>least as ambitious as the national curriculum, drawing on insights from the model music curriculum and/or other equally challenging curriculum (where appropriate).</p>	<p>Assess and incorporate a singing assembly plan with singing objectives.</p> <ul style="list-style-type: none"> • Re-write incorporating Charanga Scheme. 		<p>Class teacher Pupil Voice</p>		<p>and music lead</p>
<p>1.3</p> <ul style="list-style-type: none"> • There is adequate space and access to resources for teaching, including class 	<ul style="list-style-type: none"> • Organise ,name and label instrument storage area. 	<ul style="list-style-type: none"> • Receipt of funding bid and purchase of Glockenspiels. • 	<p>SLT Subject Leader Class teacher Pupil Voice</p>	<p>Sept onwards</p>	<p>£200 Glockenspiels 1= £25</p>

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<p>sets of tuned and untuned instruments.</p> <ul style="list-style-type: none"> • Stock take of instruments. Create list of instruments that need replacing. 	<ul style="list-style-type: none"> • Introduce Year 6 Music Monitors give them time table of when and where instruments needed. 				
<p>Priority Target 2 (Beyond the classroom)</p> <p>Beyond the classroom: The focus of this section is the provision beyond curriculum music, including extra-curricular activities, including individual and small group instrumental/vocal lessons, choirs, instrumental ensembles and performance opportunities.</p>	<ul style="list-style-type: none"> • To provide enriching extra-curricular activities and whole school celebrations of music. 				
<p>Objectives</p>	<p>Actions (Processes)</p>	<p>Success Criteria (Outcomes)</p>	<p>Monitoring Arrangements (Outputs)</p>	<p>Evaluation Process and Timeline</p>	<p>£</p>
<p>2.1</p>				<p>Sept onwards</p>	

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<ul style="list-style-type: none"> To provide enriching extra-curricular activities and whole school celebration of music. 	<ul style="list-style-type: none"> Organise opportunities for all children to take part in and listen to live musical performances. Increase opportunities for pupils to hear and talk about music within the school environment. 	<ul style="list-style-type: none"> All children to experience live music within the school calendar. 	<ul style="list-style-type: none"> Photos and recordings from activities and performances. Record of visitors/ opportunities to hear live music. 		
<p>2.2.</p> <ul style="list-style-type: none"> All children are involved in regular school performances with events taking place at least termly. 	<ul style="list-style-type: none"> Provide opportunities for all children to take part in live musical performances that they can be proud of. 	<ul style="list-style-type: none"> All children take part in performances inside and outside of school at least one a term. 	<ul style="list-style-type: none"> Photos and recordings from activities and performances. 	<p>Sept onwards</p>	

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	<ul style="list-style-type: none"> Organise a Spring Concert to give pupils learning an instrument and the school choir and opportunity to perform. 				
Priority Target 3 (Leadership and Management) <small>The staffing and training of staffing is included in this section, including subject leadership and strategic thinking.</small>	<ul style="list-style-type: none"> To ensure that all staff delivering music engage in appropriate subject-specific professional learning to maintain their confidence and build expertise. 				
Objectives	Actions (Processes)	Success Criteria (Outcomes)	Monitoring Arrangements (Outputs)	Evaluation Process and Timeline	£
3.1 All staff delivering music engage in appropriate subject-specific professional learning to maintain their	<ul style="list-style-type: none"> Music Lead to arrange delivery of Charanga CPD for staff. 	<ul style="list-style-type: none"> Range of CPD attended. 	SLT Subject Leader Class teachers Support Staff	Sept onwards	

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Supporting Adaptive teaching within school.					
Priority Target 4 (Community and Partnership) This section considers the role that music plays in the wider community, including how the school engages with their local community, Hub and the wider music education sector	<ul style="list-style-type: none"> To develop more Community links with Music and establish more regular events to take place throughout the school year. 				
Objectives	Actions (Processes)	Success Criteria (Outcomes)	Monitoring Arrangements (Outputs)	Evaluation Process and Timeline	£
4.1 <ul style="list-style-type: none"> Developing more Community links with Music, and establishing more regular events to take place throughout the school year. 	<ul style="list-style-type: none"> Liaise with Devon Music Hub to ensure children are accessing enrichment in school effectively and discuss ways to further develop this area of learning. Find out what opportunities there are within Barnstaple 	<ul style="list-style-type: none"> Good attendance at extra-curricular activities in school. Children accessing music activities within Barnstaple/Devon. Visitors/ opportunities to hear live music in school. 	<ul style="list-style-type: none"> Discussion with Staff to assess pupil progress in, including recording of Associated Board exams. Record of children accessing music activities within Barnstaple/Devon. 	Sept onwards	

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	<p>for children to take part in extra-curricular musical activities.</p> <ul style="list-style-type: none"> • Develop links with other schools / visitors. • Investigate the possibility of a Park School Transition Choir with feeder secondary. 	<ul style="list-style-type: none"> • Establish Transition Choir. 			
Priority Target 5	<ul style="list-style-type: none"> • To consider how children and families facing the largest barriers are given support to engage in music, both as part of and beyond the curriculum e.g. through Pupil Premium or other funding. 				
Objectives	Actions (Processes)	Success Criteria (Outcomes)	Monitoring Arrangements (Outputs)	Evaluation Process and Timeline	£
<p>6.1</p> <ul style="list-style-type: none"> • To consider how Children and families facing the largest barriers are given support to engage in music, both as part of 	<ul style="list-style-type: none"> • Highlight children within school with a love of music who are not able to extend their interest and look at how we could support them. 	<ul style="list-style-type: none"> • Increased percentage of children accessing and participating in extra-curricular music. • More children have been given the 	<ul style="list-style-type: none"> • Record of PP children taking part in music activities inc choir, trumpet club etc 	Sept onwards	

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<p>and beyond the curriculum e.g. through Pupil Premium or EAL.</p>	<ul style="list-style-type: none"> • Continue free music opportunities within school such as 'Brass Club' and choir and look at opportunities to establish more. • Organise opportunities and invite specific children. 	<p>opportunity of accessing free instrument lessons within school.</p> <ul style="list-style-type: none"> • Greater uptake of membership to the school choir. 			
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