

SCHOOL MUSIC DEVELOPMENT PLAN

SCHOOL NAME: Kingsland CE Primary School

COMPLETED BY: Mr S Debenham

DATE: 2024 – 2025

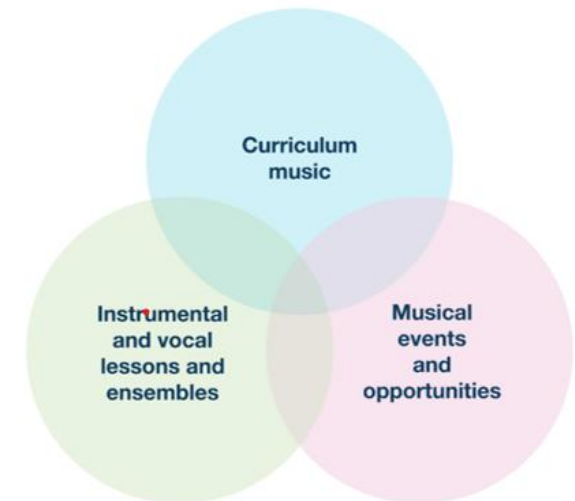
This template supports the DfE vision set out in the refreshed [National Plan for Music Education 2022](#) for all schools to have a published School Music Development Plan by September 2023.

It is intended to support School Leaders and Music Curriculum Leads to build upon their music offer and track improvements for music in their school.

The template is optional. If you have a plan, you do not need to do another one.

It will enable schools to evaluate their current music provision in the 3 focus areas identified within the National Plan for Music Education and to consider where these areas can be improved or developed.

The resulting Action Plan should be a “live” document to be reviewed and adapted termly.



Focus area 1: Curriculum Music

	Not yet in place	Emerging	Established	Embedded
Curriculum	<p>Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching.</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with additional needs are able to participate and engage with music-making.</p> <p>There is adequate teaching space and resources available.</p>	<p>The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments).</p> <p>Space and resources allow breadth of curriculum for all students, including music technology.</p>	<p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).</p>
Further Evaluation Detail	<p>The school's music curriculum can be found here: https://www.kingslandceprimary.com/music-1/ The school's Curriculum Policy can be found here: https://www.kingslandceprimary.com/policies/</p> <p>Purpose of study Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p> <p>Aims The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <p>The power of music Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process</p>			

and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

The school's curriculum plans align with The Model Music Curriculum 2021.

The school has developed well-sequenced long and medium term plans, outlining the key knowledge, skills and vocabulary that children are to learn.

Music lessons are usually taught by Mr Debenham, a graduate of the Royal Northern College of Music.

Action Plan: Curriculum Music

Area	Set your school some actions here		Review date	Status
Curriculum	1	Continue to develop well-sequenced medium term plans which clearly identify the key knowledge, skills and vocabulary for children to learn.	August 2025	In progress
	2	Continue to develop music CPD for staff, through co-teaching / modelling of lessons and through accessing high quality external training.	August 2025	In progress
	3	Continue to develop consistent recording and assessing opportunities using technology	August 2025	In progress
	4	Continue to utilise all available space for music lessons, despite site restrictions	August 2025	In progress
	5			Click for option

Focus area 2: Co-curricular Music - Instrumental and Vocal Lessons and Ensembles

	Not yet in place	Emerging	Established	Embedded
Instrumental and Vocal Lessons and Ensembles	<p>Singing takes place infrequently in school.</p> <p>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited or inconsistent.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged. All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition through Encore Enterprises. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</p> <p>Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully.</p> <p>Students are able to take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, largescale events.</p>
Further Evaluation Detail	<p>Music is a highly valued subject in our curriculum. National Curriculum objectives for music are taught in a number of ways at Kingsland CE Primary School:</p> <ul style="list-style-type: none"> • Explicit music lessons • Music lessons linked to class topics • Wider opportunity music lessons (Y3 / Class 4 recorders) • Musical productions e.g. Y5/6 production; KS1 Nativity production • Daily singing and listening in Collective Worship • Weekly Songs of Praise worship • Musical events e.g. Winter Concert • Visits and visitors e.g. Birmingham theatre visit; pantomime; Music on the Move concert • Instrumental music lessons (paid for individually) • Individual instrumental performances in worship time • After school choir and steel band • iSingPop projects <p>Children in receipt of benefit-related Pupil Premium have support in accessing music lessons and after school clubs.</p>			

Action Plan: Co-curricular Music - Instrumental and Vocal Lessons and Ensembles

Area	Set your school some actions here		Review date	Progress
Instrumental and Vocal Lessons and Ensembles	1	Investigate developing a long term singing strategy, ensuring progression for all pupils	August 2025	In progress
	2	Track and monitor engagement in enrichment activities, ensuring that there is a large proportion of students able to engage in music in and out of school. Ensure provision is targeted, demonstrating wider impact.	August 2025	In progress
	3	Develop opportunities for pupils to develop leadership roles in musical opportunities.	August 2025	In progress
	4			Click for option
	5			Click for option

Focus area 3: Musical Experiences and Opportunities

	Not yet in place	Emerging	Established	Embedded
Musical Events and Opportunities	<p>Engagement with Encore Enterprises and the Herefordshire and Worcestershire Music Education Hub is limited.</p> <p>Small-scale performance takes place in the community, building on existing school links.</p> <p>Some parents and carers support music-making in the school by attending events.</p>	<p>The school takes up opportunities from Encore Enterprises and the Herefordshire and Worcestershire Music Education Hub (such as Music on the Move or singing events) and signposts opportunities for students.</p> <p>Community links are established with the music team; regular events take place throughout the school year.</p> <p>Parents and carers actively support music making, through support at events and through home learning.</p>	<p>The school makes the most of a wide range of opportunities from the hub, working with and supporting Encore Enterprises and the Herefordshire and Worcestershire Music Education hub.</p> <p>Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education).</p> <p>The views of pupils, parents and carers have been considered when developing music provision.</p> <p>The school has links to the wider music eco-system and actively encourages students to join Encore's Ensembles. Students benefit from interactions with those working in the profession.</p>	<p>The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting.</p> <p>There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.</p> <p>Parents/carers and the wider community are actively involved in school music making.</p> <p>The school has established connections with the next stages of musical education so that progression routes can be signposted meaningfully.</p>
Further Evaluation Detail	<p>Music is a highly valued subject in our curriculum. Musical experiences are delivered in a number of ways at Kingsland CE Primary School:</p> <ul style="list-style-type: none"> • Explicit music lessons • Music lessons linked to class topics • Wider opportunity music lessons (Y3 recorders) • Musical productions e.g. Y5/6 production; KS1 Nativity production • Daily singing and listening in Collective Worship • Weekly Songs of Praise worship • Musical events e.g. Winter Concert • Visits and visitors e.g. Birmingham theatre visit; pantomime; Hereford 6th Form College concert • Instrumental music lessons (paid for individually) • Individual instrumental performances in worship time • After school choir and steel band 			

Action Plan: Musical Experiences and Opportunities

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	Develop opportunities where the school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting.	August 2025	In progress
	2	Develop opportunities where there is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.	August 2025	In progress
	3	Develop opportunities where parents/carers and the wider community are actively involved in school music making.	August 2025	In progress
	4	Develop opportunities where the school has established connections with the next stages of musical education so that progression routes can be signposted meaningfully.	August 2025	In progress
	5			Click for option

Area	Detail
What Budget and/or Resources do you need to achieve your action plan?	<ul style="list-style-type: none"> • Develop music trolley instrument range and quality
What CPD might be required to achieve your action plan? <i>(What CPD does Encore provide? Can the music lead provide CPD? Are there other external training partners?)</i>	<ul style="list-style-type: none"> • Internal CPD / co-teaching / lesson modelling • External high quality CPD as required
What Partnerships will you put in place to achieve your action plan? <i>(e.g. arts and cultural professionals and organisations, local area music hub)</i>	<ul style="list-style-type: none"> • Continue to liaise with Encore Enterprises • Continue to work with iSingPop • Continue to develop opportunities for performance and musical development e.g. G4 concert, Hereford Cathedral School singing workshop
Supporting Documents: This action plan might reference or need to be considered alongside other school's policies and procedures e.g. School Development Plan, Pupil Premium or Remissions policies.	<ul style="list-style-type: none"> • Curriculum development – School Improvement Plan • Pupil Premium policy and procedures

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	September 2024
Date this summary will be reviewed	August 2025
Name of the school music lead	Mr S Debenham
Name of school leadership team member with responsibility for music (if different)	Mr S Debenham
Name of local music hub	Encore Enterprises
Name of other music education organisation(s) (if partnership in place)	NA

Appendix 1 – Useful Resources for Teachers

Useful Resources for Schools

Encore Enterprises – part of the new, combined Herefordshire and Worcestershire Music Education Hub

[Home](#) | [Encore Enterprises \(encore-enterprises.com\)](http://encore-enterprises.com)

Classroom 200 – 200 Pieces of classical music for Primary schools with all the accompanying teaching resources <https://www.classroom200.org/login>

BBC 10 Pieces – High quality resources for Primary and Secondary schools

www.bbc.co.uk/tenpieces

Sing Up – Vocal resources for your school (annual membership required)

www.singup.org

Charanga – Digital music teaching resource (annual membership required, discount for those schools delivering their own Whole Class Ensemble Tuition) [Encore Enterprises CIC \(Herefordshire\) \(herefordshirecharanga.com\)](http://encore-enterprises-cic-herefordshire.com)

Out of the Ark – A collection of songbooks for schools, including: musicals, assembly songbooks, nativities and leavers' songs, class assemblies, sing-along stories and curriculum-based learning.

www.outoftheark.co.uk

Sparkyard – an online resource with all of Out of the Ark songbooks, as well as a curriculum resource. Herefordshire schools receive a 30% discount when signing up through Encore [Start Your Free Trial Now! | Sparkyard](#)

TES Collection – Resources linked to lesson planning, creative and cross-curricular for EYFS, KS1 and KS2

www.tes.com/articles/tes-collection-music-top-20

Music Express – An online resource for EYFS and Primary teachers. Herefordshire schools receive a 25% discount when signing up through Encore

<https://subscriptions.collins.co.uk>

Musical Futures – A wide collection of resources to help deliver music in the classroom

www.musicalfutures.org

Garage Band – Apple's leading digital music-making tool

www.apple.com/mac/garageband

Music Mark – The National Association for Music Education

www.musicmark.org.uk

The Incorporated Society of Musicians (ISM) – Professional body for musicians and subject association for music

www.ism.org

Musical Contexts – provides teachers with quality, "ready to use", tried and tested and professionally presented resources for use in the primary and secondary music classroom. www.musicalcontexts.co.uk

Appendix 2 – Primary Music – Subject Knowledge & Skill Audit & CPD Suggestions

Area of Knowledge, Skill or Understanding <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Your Performance skills: Please list any instruments you play or have studied previously and the approximate level you feel you have achieved.					
Performance Skills Classroom Instruments: Please list any classroom instruments you use and your proficiency in the context of the tasks set in lessons.					
Singing: What do you consider is your level of skill in vocal work in the context of leading class singing effectively in lessons.					
Preparing children for performance: What is your understanding of concert preparation and stage etiquette.					
Performance based CPD: Please list any performance based CPD you would like. This could be on particular instruments, singing or preparation for performance.					

Area of Knowledge, Skill or Understanding <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Improvisation: Your ability to improvise using the instruments/voice used in your scheme?					
Leading Improvisation: How skilled are you at leading and encouraging pupils to improvise in the scheme you use?					
Your Composing Skills: To what extent can you compose short pieces suitable for classroom groups and/or school ensembles?					
Composing in the Classroom: Your ability to teach, lead and encourage your students to compose in your scheme.					
Arranging Skills (class): Your ability to arrange pieces for students using classroom instruments.					
Arranging For School Ensembles: Your ability to arrange pieces for wider school ensembles					
Composition/Improvising Please list any areas and in what context you would welcome CPD on.					

Area of Knowledge, Skill or Understanding <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Notation: The National Curriculum requires all pupils to learn and use notation. How confident are you in using and teaching notation to students.					
Notation: Please Indicate if you need notation CPD.	No		Yes – to learn notation myself and how to use this with pupils	Yes – I know notation myself but need guidance how to use notation with pupils	
Conducting/Directing Ensembles in the Classroom or School: Please indicate your own skill and experience.					
Conducting/Directing: Please indicate here if you would welcome CPD on directing groups/ensembles and in what context/type of ensemble.	Please indicate here if you would welcome Conducting/Directing CPD?				
The Inter-related Dimensions Of Music: Your knowledge of pitch, duration, dynamics, tempo, timbre, texture, structure, and how these					

Area of Knowledge, Skill or Understanding <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
feature in all aspects of music i.e. performance, improvisation, composition, listening etc.					
Music Technology: Please Indicate any areas you have some experience of using.					
Using apps in teaching					Please list any apps or websites you use regularly.
Charanga musical school					
Making video recordings for performances/ assessment					

Area of Knowledge, Skill or Understanding <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Making audio recordings for performances/ assessment					
Experience/ Understanding of Music Traditions: Areas of music you may have some experience of personally or from your scheme					
Western Art Music: Renaissance, Baroque, Classical, Romantic, 20th Century.					
Popular Music: Blues, Jazz, Reggae, Rock, Soul, R n B, Contemporary Dance, Bhangra, Film, Theatre etc.					
Traditional Music: British and other traditions.					
Music from other cultures and places: Indian subcontinent, Middle East, Far East, African Continent, Latin America, Caribbean, Europe, Eastern Europe					

Area of Knowledge, Skill or Understanding <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Areas of expertise not covered above: <i>This might include particular genres/styles of music; multi-media applications or work that links with other art forms; or other musical expertise</i>					