

School Music Development Plan



There is an expectation from DfE that all schools will have a subject-specific Music Development Plan, setting out how you will deliver high-quality music provision for all pupils. The National Plan for Music Education (*The Power of Music to Change Lives - 2021*) sets out the national vision for music education and should inform your School Music Development Plan.

How to use the SMDP template

There is no specified format for your School Music Development Plan. Your school may have an existing layout and there are several templates available with a quick Google search. This template is only intended as a guide and uses minimum formatting so it is easy to work with. You can improve the presentation (school logo, colours, headings etc) later if you wish. The template is designed for all Key Stages so some information may not be relevant for your school.

Column 1 addresses the key features described in the National Plan for Music Education. Considering each heading in turn makes it easier to structure your plan and ensures you do not forget any crucial topics. Delete any which are not relevant to your school.

Column 2 gives you some prompts - things which you may wish to consider. It is not an exhaustive list, some will be helpful and some may not be relevant to your school. Delete this column once you have added your text in column 3.

Column 3 should be a brief, clear outline of the current situation in your school. This could take the form of prose or bullet points.

Column 4 allows you to add your development plans. Do not feel that you need something to every box - in many cases you will be happy with the status quo. Others you may want to develop later on but they are not a priority. There will be a few areas which you are currently developing, so you should give a brief outline of your plan, including any support or resources needed.

Remember that you will have much of this information in other documents.

The PMEH team members are available to work with you on your SMDP - just ask!

DFE Key Features	Prompts	Where we are	happy as it is/where we are going?
Subject Leadership	<i>Who is in charge of music? Full time, part time? Who monitors and supports? SLT link? Governor link?</i>	Mrs C Colquhoun is in charge of Music and she works full time. She is responsible for the monitoring of Music teaching and she is supported by her Key Stage lead and the SLT team.	This works great and we are happy with how it is running.
Staffing	<i>Who teaches music? Are they qualified, experienced, reluctant, keen amateur, nobody in post?</i>	Music is taught by class teachers and HLTAs, who cover PPA. They are keen amateurs. Year 3 receive First Access Music tuition and this is delivered by a qualified and experienced practitioner.	We are happy with this, as teachers are supported by Charanga and the Music lead.
CPD	<i>Do music staff have regular access to relevant CPD? Is it tailored to your music curriculum and teachers' needs?</i>	The Music lead has attended CPD for Charanga, which lays the foundation for our Music lessons.	Add some Charanga CPD into staff meetings time. Explain how units can be adapted/changed.
Partnerships	<i>MAT? Hub? Links with other schools? Community? Parental support? School governor support? National organisation membership?</i>	We are hoping to build more opportunities to connect and link with other establishments.	Contact more organisations to build connections and links between our school and other establishments.
Facilities	<i>Is there room to teach? Spaces for practice? Are the rooms suitable for music?</i>	Music is taught in year group classrooms.	If more space is necessary, it would be lovely to use free spaces to assist in the delivery and teaching of Music.
Resources	<i>Do you have what you need to deliver your curriculum? Instruments? Technology? Technical support? Budget? Support for pupils to borrow/hire instruments?</i>	We have a selection of musical instruments and technology to use Charanga. We hire ukuleles from Plymouth Youth Music School for the Year 3 First Access Music tuition sessions.	We may need to explore ordering some new musical instruments.
Timetabling	<i>Is music taught to all pupils for 1 hr per week (KS1-3)? (assemblies do not count). KS4/5 time?</i>	Music is taught in Years 1 and 2 every week.	Music lessons need to be embedded more consistently across EYFS, KS1 and KS2.
Lesson overview	<i>How are lessons structured (weekly, group sizes, carousel etc). Courses? Numbers? Can all pupils make a choice to study at KS4 and KS5 (in your school or signposted elsewhere)?</i>	Music lessons happen on a regular basis and they are taught to the whole class. We are a primary school so we do not look at anything beyond KS2.	We are happy with this.
Curriculum plan	<i>How does it build on the previous Key Stage? How does it support progression by developing knowledge and skills incrementally? How does it equip students to go on to further study if they choose?</i>	Through First Access Music tuition in Year 3, the children are able to build on their musical knowledge and skills, as they start to learn how to play an instrument. This builds on and utilises their knowledge of composition etc. Charanga encourages the use of a spiral curriculum in our Music teaching.	This seems to work well. It would be nice for the Music lead to observe how there is progression within the subject across the different Key Stages.

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Assessment and record keeping	<i>Appropriate? Useful? Simple? Quick? Helps teaching? Helps pupils learn? Cumbersome and time consuming?</i>	We are in the process of implementing assessment procedures via the Charanga assessment tool.	Continue to embed this and ask to lead a CPD session on how to effectively use the Charanga assessment tool.
Singing in the classroom	<i>Embedded (linked to the curriculum, incrementally challenging, appropriate repertoire)? occasional? never?</i>	The children have a weekly singing assembly and they also have the opportunity to sing in class during Music sessions.	We are happy with this, as there are many opportunities for singing.
Whole-class instrumental learning	<i>Which Instrument(s) are used in the curriculum and why? How does your choice of instruments build on previous learning (recorder-clarinet, ukulele-guitar, keyboard-MIDI keyboard, xylophone-steel pan, etc). How does your curriculum improve pupil's performance technique incrementally? How do you allow enough time for pupils to improve their playing skills on an instrument?</i>	In EYFS and KS1, a range of musical instruments are used to enable the children to explore the subject in more detail. In Year 3, the children use ukuleles.	I would like to further find out how musical instruments are used across Years 4,5 and 6.
Composing in the classroom	<i>How does your curriculum teach pupils the skills and techniques to compose in an incremental way, with time to practice and repeat these skills over time?</i>	Through Charanga, pupils are able to experiment with composition and building their own compositions.	Continue with this, as this has been working well.
Listening in the classroom	<i>Do pupils listen to an appropriate repertoire which supports their musical understanding? How is this repertoire chosen?</i>	Pupils listen to an appropriate and varied repertoire of Music through both Charanga and carefully selected tracks.	This is effective, as it enables children to explore different musical genres.
Whole school initiatives	<i>Are there whole school initiatives which are detrimental to effective musical learning? How do you manage these? Could they be improved for music?</i>	There are no school initiatives, which are detrimental to effective musical learning.	We are happy with this.

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First Access (KS2)	<p><i>How is your first access programme embedded in your curriculum as part of a clear progression strategy?</i></p> <p><i>How will the music lead and class teacher work with the music hub to determine how this tuition would work best for their pupils, and to understand how each pupil has progressed?</i></p> <p><i>What reasonable adjustments are you making so that every child can access this programme?</i></p> <p><i>Do classroom teachers participate in first access lessons, and support the specialist teachers in enabling pupils to engage fully, maximising the chances of success?</i></p> <p><i>Do classroom teachers develop their own musical skills during First Access lessons so that they can teach aspects of the lessons themselves?</i></p>	<p>Our First Access programme is embedded into the Year 3 curriculum and the pupils learn to play ukuleles. The class teacher participates in these lessons and therefore, this acts as a form of CPD for them, in which they can develop their confidence of teaching Music.</p> <p>The class teacher works closely with the Music tutor to ensure that there is a clear path of progression for pupils. The class teacher is then expected to use what they have learnt to teach aspects of the lessons.</p>	<p>It would be great to find more opportunities for the Music lead, class teacher and the practitioner to meet and discuss the progress that each pupil has made. I am happy that the lessons are inclusive.</p>
Beyond First Access	<p><i>How will pupils be supported to take instrumental learning beyond the core first access experience, and progress on their chosen instrument?</i></p>	<p>We will need to look further into this.</p>	<p>Look further into this.</p>
Instrumental tuition	<p><i>What is your charging policy?</i></p> <p><i>How many students are regularly accessing instrumental tuition?</i></p> <p><i>Do they represent a cross-section of your students (%PP, gender, etc)?</i></p> <p><i>What strategies are there to help overcome barriers to learning an instrument (Pupil Premium, scholarships etc)</i></p> <p><i>Which instruments are offered and why?</i></p> <p><i>Who teaches your instrumental lessons? Are they trained and supported with regular CPD?</i></p> <p><i>How do you monitor and support your instrumental teachers?</i></p> <p><i>Are Instruments available for pupils to learn?</i></p> <p><i>Is there a suitable teaching space?</i></p> <p><i>Are there clear progression routes and signposting/encouragement to further opportunities?</i></p>	<p>We currently don't offer instrumental tuition other than our First Access Music tuition for our Year 3 pupils.</p> <p>We are unable to offer instrumental tuition to all students, however there is not a huge interest in further tuition.</p>	<p>Look further into this.</p>

DFE Key Features	Prompts	Where we are	happy as it is/where we are going?
Choirs and ensembles	<p><i>What school choirs and instrumental ensembles are available to pupils?</i></p> <p><i>What percentage of the school population is involved with school choirs and instrumental ensembles?</i></p> <p><i>Do they represent a cross-section of your students (%PP, gender, etc)?</i></p> <p><i>How will these be timetabled to support broad pupil engagement and avoid clashes?</i></p> <p><i>Does the music rehearsed and performed reflect a diversity of musical genres and cultures?</i></p> <p><i>How can school ensembles impact on the local community?</i></p>	<p>The children have a weekly singing assembly and this includes Year groups 1-6. There is also a school choir club, which happens on a weekly basis.</p>	<p>We are happy with this, as the children are encouraged to participate and this helps to promote a love of music.</p>
Performances	<p><i>What performance opportunities are planned each term in school and/or beyond the school (Concerts, Assemblies, Gigs)</i></p> <p><i>What percentage of the school population has the opportunity to perform?</i></p> <p><i>How will you plan for each year group to experience live music at least once a year?</i></p>	<p>We have attended The Plymouth Big Sing last July 2023 and this year, we are visiting a local library and performing some Big Sing songs with another local primary school. All of the children have the opportunity to perform, but the majority of them are only able to experience live music through school performances.</p>	<p>I would like to arrange more opportunities for musical performances in school and it would also be lovely to find more opportunities to perform in the wider community. The Music lead needs to have a look into more opportunities for the children to experience live music.</p>
Progression routes outside school	<p><i>How are you working with the Music Hub and /or wider community to identify appropriate out-of-school ensembles and other opportunities?</i></p> <p><i>How many children are regularly engaging in music hub or other ensembles/workshops outside school?</i></p> <p><i>How will you identify children who would benefit from more advanced specialist music provision?</i></p> <p><i>Are you in regular communication with your local schools to support musical progression during transition?</i></p>	<p>We are hoping to work with the Music Hub and the wider community to identify more opportunities for our pupils.</p>	<p>Continue to work on this.</p>
Talent Pathway	<p><i>How do you support individual pupils who demonstrate exceptional talent and potential?</i></p>	<p>We encourage pupils to continue to explore their talent and potential for Music.</p>	<p>We will continue to support pupils with this.</p>
Communicating your plan	<p><i>Is a user-friendly version of this plan publicised to parents and other schools, including on the school website?</i></p>	<p>There is currently not a user-friendly version of this plan on the school website.</p>	<p>The Music lead needs to publish a user-friendly version of this plan onto the school website.</p>