



Schools' Music Development Plan

For Cheshire East

School Name: Smallwood CE Primary Academy	Status (Academy / LA /Free /Other) Academy
MAT Name (as appropriate) N/A	Name of Music Lead / Specialist: Mrs Jo Darlington

The school music development plan should set out how the school will deliver high quality music provision for all pupils in the three areas of curricular, co-curricular (extra-curricular) and enrichment against the key features of high-quality provision outlined in the National Plan for Music Education.

Your vision for music in your school	<i>The overall vision for music provision in your school</i>	<p>VISION: (as stated on vision and self-assessment document)</p> <p>Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can bring enjoyment and fulfilment throughout life. At Smallwood CE Primary Academy, we aim to provide opportunities for all children to create, play, perform and enjoy music, to develop their skills, to appreciate a wide variety of music and to begin to make judgements about the quality of music.</p> <p>Our vision is that all children will learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents. This will be through singing in class music lessons, in collective worship and once in Key-Stage 2, the opportunity to join 'Music Club'. To have all children from Year 1 upwards learning to play a musical instrument, through whole class recorder lessons in Key-Stage 1 and keyboard lessons in Key-Stage 2.</p>						
Area	Category Categories below listed as shown in 'Vision and Self-assessment' document	Where we are now? 1,2, 3 or working towards 1 (WT) plus narrative as required	Where we want to be? Enter either a numeric target (from vision doc.) or text	How				
				Actions	Timeline and deadline	KPI's	Action supported (or to be) by the music education hub? If yes how?	RAG
Curriculum	<i>Curriculum design</i>	3						
	<i>Assessment - attach documentation and assessment materials</i>	2	3	<i>Provide more opportunities for assessment; More regular videos/ audio and written evidence.</i>	<i>September 2024</i>	There is evidence of a clear progression of musical skills, knowledge and understanding. Assessment informs future planning to ensure all children reach their full potential.	<i>No</i>	

	<i>Timetabling - include a timetable of music across the school</i>	WT	3	<i>Speak to SLT about how we can provide more time for music curriculum. Put more weighting on to Music with 2 hours of music teaching a fortnight and a shorter French lesson (More French spoken on a daily basis in school)</i>	January 2024	There is a dedicated curriculum music lesson on the school timetable each fortnight for a 2 hour music lesson.	No	
Tuition and Ensembles	<i>Instrumental and vocal tuition</i>	3						
	<i>Whole Class Instrumental Teaching - Include details of the school's offer for each year group (wider opportunities, whole class curriculum teaching delivered by specialist). How will students' progress? Who will teach this? How will instruments be funded? How will lessons be inclusive? Where to next?</i>	1	3	<i>Look at planning to enable KS2 to have keyboard lessons throughout the year. Re-introduce whole class recorder lessons at KS1</i>	<i>Recorders: January 2024 KS2 keyboards in place by September 2024</i>	<i>All children from Year 1 upwards are having a weekly instrumental lesson throughout the year.</i>	<i>Need to get LMT involved as my time is limited?</i>	

	<i>Instrumental Ensemble Provisions</i>	1	3	<i>Once whole class keyboard and recorder lessons are back in place, create opportunities for more ensembles.</i>	<i>September 2024- January 2025</i>			
Singing	<i>Singing assemblies</i>	3						
	<i>Choirs / Vocal Ensembles</i>	3						
Leadership - role of music in school life and other opportunities	<i>Leadership and advocacy</i>	3						
	<i>Value of Music</i>	3						
	<i>Inclusion - What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?</i>	3						
	<i>Resources and equipment</i>	3						
	<i>Budget - Include details of budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used.</i>	3						

	<i>CPD - What are the development needs of staff? Plans for CPD</i>	3						
	<i>Partnerships - In what ways will you engage with the hub? What funding / support is on offer from the hub? What support do you require from hub?</i>	1	3	<i>Look at the Arts Mark award again and requirements for this.</i>	<i>September 2024</i>	<i>An established long-lasting partnership with Arts Mark again.</i>	<i>Support from LMT if needed</i>	
Additional to vision document								
Communication:	<i>Write a communication plan, including information about how you'll keep parents updated via the school website; how a leaflet might be produced to inform parents about the whole school music offering; how social media might be used.</i>			<i>On school website and via Class Dojo.</i>				
Music progression strategy:	<i>How will you support children to access high quality opportunities?</i>			<i>Adapt lesson planning to offer greater depth and challenge to all pupils.</i>				
	<i>How will you support and track progression?</i>			<i>Classroom Monitor</i>				

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Document / school music progress review date (suggested 6 months after creation date) March 2024

Consider how the key components listed above will be implemented (excluding classroom instrumental teaching).

Write or insert a detailed description of the curriculum from EYFS-Year 6; include detail of music assemblies and a programme of performances; insert information about the school's song bank.