

SCHOOL MUSIC DEVELOPMENT PLAN

SCHOOL NAME: Ivington CofE Primary and Pre-School

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DATE: October 2024

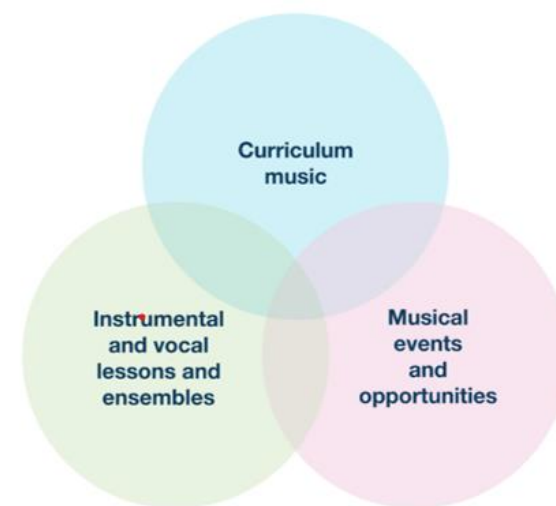
This template supports the DfE vision set out in the refreshed [National Plan for Music Education 2022](#) for all schools to have a published School Music Development Plan by September 2023.

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

	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>Music is a unique medium for communication, which can incorporate different cultures, abilities and generations. Music is an area of the curriculum ideally suited to exploring a wide range of cultural diversity. Children enjoy using different styles, techniques and instruments from other countries thus enriching their knowledge and understanding of the world. We aim to include musicians from different times and places in our multi-cultural weeks and biannually celebrate our links with Tengeru, Tanzania, as well as through the music we hear in lessons and assemblies.</p> <p>Music contributes to a wide variety of educational aims in the overall development of the child. Listening and making music fulfils an instinctive human need for self-expression and creativity, through which a child can achieve a sense of enjoyment, thus providing a feeling of achievement and satisfaction. It stimulates responses both on emotional and intellectual levels and, more importantly, can be a lifelong source of pleasure.</p> <p>Music can help to develop self-confidence, independence, physical coordination and the skills of communication, cooperation and concentration. We believe that the opportunity to perform is an important element of developing self-confidence and independence.</p> <p>Through our teaching at Ivington, we aim to enable children to:</p> <ul style="list-style-type: none"> • Develop an awareness of sounds, how they are made and then organised into musical structures • Develop the ability to express ideas and feelings through sound • Develop musical skills and concepts through listening and appraising, composing and performing to different audiences, by teaching them how music is made, composed and written down. • Have the opportunity to express personal satisfaction and to develop self-confidence whilst engaged in a musical activity 			

- Develop an awareness and understanding of musical traditions and developments in different cultures and societies.

This can be achieved this by:

- Developing creative skills through singing, playing and moving to music
- Developing performing skills through singing, playing and moving to music
- Developing critical listening skills through performing, composing, listening to and appraising music from a wide range of periods, cultures, styles and musical traditions

At Ivington School we make music an enjoyable learning experience. Using the Kapow Scheme of Work we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to sing in tune and with other people, as well as developing skills within the 5-strands set out in the above scheme. These cover the National Curriculum (2012) expectations and draw on suggestions from the Model Music Curriculum (DfE, 2021).

5-Strands of Music:

- Listening and evaluation
- Creating sound
- Notation
- Improvisation and composition
- Performing – singing and playing

Through our Scheme of Work and the wider opportunities that Ivington Primary School provide, children have the opportunity to experience music in a variety of ways. Through singing songs, children learn about the structure and organisation of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch (often taught together). We also teach children how to work with others to make music and how individuals combine together to make sounds. They also learn about musical notation and composition with their voices, musical instruments, in groups and individually.

The teaching and learning styles implemented at Ivington Primary School place an emphasis on active as opposed to passive learning in music.

Area	Set your school some actions here		Review date	Status
Curriculum	1	Embed the new curriculum scheme into the school, delivering training to all staff who will be delivering lessons	August 2025	In progress
	2	Develop well-sequenced medium term plans which clearly identify the key knowledge, skills and vocabulary for children to learn	August 2025	In progress
	3	Continue to develop the assessment opportunities, through technology and pre made assessment tools	August 2025	In progress

	4	Look into better use of the school space for music lessons, despite the restrictions	August 2025	In progress
	5			Click for option

Action Plan: Curriculum (complete as many as applicable)

Focus area 2: Instrumental and Vocal Lessons and Ensembles

	Not yet in place	Emerging	Established	Embedded
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Further Evaluation Detail	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</p> <p>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>
<p>Music is a valued subject in our curriculum. National Curriculum objectives for music are taught in a number of ways at Ivington:</p> <ul style="list-style-type: none"> • Explicit music lessons • Music lessons linked to class topics • Wider opportunity music lessons (Willow Class Instrumental lessons) • Musical productions e.g. Y5/6 production; KS1 Nativity production • Singing and listening in Collective Worship • Weekly Come and Praise worship • Musical events e.g. Three Counties Show performances, Young Voices • Instrumental music lessons (paid for individually) • School and community choir (HoneyBrook singers) • Engaging in the local community e.g. West Eaton residential and nursing home, performances at the Priory • Church services: Harvest, Remembrance, Christmas, Easter 				

Area	Set your school some actions here		Review date	Progress
Instrumental and Vocal	1	Continue to develop provision for children with greater barriers, allowing them to access more than the curriculum	August 2025	In progress

Lessons and Ensembles				
	2	Alongside peripatetic teachers, look into the start of a musical concert for children in receipt of 1:1 Or group instrumental lessons, to celebrate the musical opportunities at the school	August 2025	In progress
	3	Continue to develop our links with the school and community choir, encouraging children to engage with musical events	August 2025	In progress
	4			Click for option
	5			Click for option

Action Plan: Instrumental and Vocal Lessons and Ensembles (complete as many as applicable)

Focus area 3: Musical Events and Opportunities

	Not yet in place	Emerging	Established	Embedded
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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 valued subject in our curriculum. National Curriculum objectives for music are taught in a number of ways at Ivington:</p> <ul style="list-style-type: none"> • Explicit music lessons • Music lessons linked to class topics • Wider opportunity music lessons (Willow Class Instrumental lessons) • Musical productions e.g. Y5/6 production; KS1 Nativity production • Singing and listening in Collective Worship • Weekly Come and Praise worship • Musical events e.g. Three Counties Show performances • Instrumental music lessons (paid for individually) • School and community choir (HoneyBrook singers) • Engaging in the local community e.g. West Eaton residential and nursing home, performances at the Priory • Church services: Harvest, Remembrance, Christmas, Easter 			

Area	Set your school some actions here		Review date	Progress
	1	Develop our engagement with Encore Enterprises and the Herefordshire and Worcestershire Music Education Hub	August 2025	In progress

Musical Events and Opportunities				
	2	Signpost opportunities for local orchestras or musical groups to the students so that they are engaging in the ' <i>wider music eco-system</i> '	August 2025	In progress
	3	Continue to build on links in the local community, developing a programme of events	August 2025	In progress
	4	Develop opportunities where parents/carers and the wider community are engaged in music making	August 2025	In progress
	5			Click for option

Action Plan: Musical Events and Opportunities (complete as many as applicable)

Area	Detail
<p>What Budget and/or Resources do you need to achieve your action plan?</p>	<ul style="list-style-type: none"> • Develop music trolley instrument range and quality
<p>What CPD might be required to achieve your action plan?</p> <p><i>(What CPD does Encore provide? Can the music lead provide CPD? Are there other external training partners?)</i></p>	<ul style="list-style-type: none"> • Internal CPD • External high quality CPD as required
<p>What Partnerships will you put in place to achieve your action plan?</p> <p><i>(e.g. arts and cultural professionals and organisations, local area music hub)</i></p>	<ul style="list-style-type: none"> • Liaise with Encore Enterprises • Investigate iSingPop • Continue to develop opportunities for performance and musical development e.g. Hereford Cathedral School singing workshop

<p>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.</p>	<ul style="list-style-type: none"> • Curriculum development – School Improvement Plan • Pupil Premium policy and procedures
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Appendix 1 – Useful Resources for Teachers

Useful Resources for Schools
<p>Encore Enterprises – part of the new, combined Herefordshire and Worcestershire Music Education Hub Home Encore Enterprises (encore-enterprises.com)</p> <p>Classroom 200 – 200 Pieces of classical music for Primary schools with all the accompanying teaching resources https://www.classroom200.org/login</p> <p>BBC 10 Pieces – High quality resources for Primary and Secondary schools www.bbc.co.uk/tenpieces</p> <p>Sing Up – Vocal resources for your school (annual membership required) www.singup.org</p> <p>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)</p> <p>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</p> <p>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</p> <p>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</p> <p>Music Express – An online resource for EYFS and Primary teachers. Herefordshire schools receive a 25% discount when signing up through Encore</p>

<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.					

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	
Performance based CPD: Please list any performance based CPD you would like. This could be on particular instruments, singing or preparation for performance.					
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.					

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		
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.						
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?					

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	
The Inter-related Dimensions Of Music: Your knowledge of pitch, duration, dynamics, tempo, timbre, texture, structure, and how these 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>					