

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 Colquhoun is in charge of music and she is part-time.	We are happy with this.
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 are keen amateurs. Year 3 have weekly music sessions delivered by a qualified music teacher.	We are happy with this.
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.	Deliver Charanga CPD to new members of staff. 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.	We are happy with this.
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 djembes from PYMS for the Year 3 First Access Music tuition sessions.	We will continue to look at further opportunities for children to learn how to play other 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 on a weekly basis.	We are happy with this.
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 has a spiral curriculum that builds on the children's learning.	We are happy with this.

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Assessment and record keeping	<i>Appropriate? Useful? Simple? Quick? Helps teaching? Helps pupils learn? Cumbersome and time consuming?</i>	The music lead has delivered CPD on Charanga, assessment and record keeping, but the assessment process needs to be embedded further.	Continue to embed this.
Singing in the classroom	<i>Embedded (linked to the curriculum, incrementally challenging, appropriate repertoire)? occasional? never?</i>	The children have regular opportunities to sing in their weekly music lessons and staff find other opportunities for students to sing.	We would like to embed more opportunities for whole school singing e.g. in assemblies.
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 djembes and glockenspiels are used by the majority of the year groups.	We would like to find out more about individual tuition for pupils, who are interested in learning to play an instrument.
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. Therefore, we are happy with this.
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)	<i>How is your first access programme embedded in your curriculum as part of a clear progression strategy?</i> <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> <i>What reasonable adjustments are you making so that every child can access this programme?</i> <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> <i>Do classroom teachers develop their own musical skills during First Access lessons so that they can teach aspects of the lessons themselves?</i>	Our First Access programme is embedded into the Year 3 curriculum and the pupils learn to play djembes. 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. 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.	We are happy with this.
Beyond First Access	<i>How will pupils be supported to take instrumental learning beyond the core first access experience, and progress on their chosen instrument?</i>	A small number of pupils started to learn to play a musical instrument of their choice in the last academic year and we are interested in setting this up for this academic year.	We will look into this.
Instrumental tuition	<i>What is your charging policy?</i> <i>How many students are regularly accessing instrumental tuition?</i> <i>Do they represent a cross-section of your students (%PP, gender, etc)?</i> <i>What strategies are there to help overcome barriers to learning an instrument (Pupil Premium, scholarships etc)</i> <i>Which instruments are offered and why?</i> <i>Who teaches your instrumental lessons? Are they trained and supported with regular CPD?</i> <i>How do you monitor and support your instrumental teachers?</i> <i>Are Instruments available for pupils to learn?</i> <i>Is there a suitable teaching space?</i> <i>Are there clear progression routes and signposting/encouragement to further opportunities?</i>	We currently don't offer instrumental tuition other than our First Access Music tuition for our Year 3 pupils, however some children had individual music tuition sessions nearer the end of the last academic year and they enjoyed these sessions. Therefore, we will be looking into it for this academic year. Students are taught in a suitable teaching space and they were able to select which instrument they wanted to learn to play.	We would like to look into other music tuition which is available separately from the Year 3 class tuition.

DFE Key Features	Prompts	Where we are	happy as it is/where we are going?
Choirs and ensembles	<i>What school choirs and instrumental ensembles are available to pupils?</i> <i>What percentage of the school population is involved with school choirs and instrumental ensembles?</i> <i>Do they represent a cross-section of your students (%PP, gender, etc)?</i> <i>How will these be timetabled to support broad pupil engagement and avoid clashes?</i> <i>Does the music rehearsed and performed reflect a diversity of musical genres and cultures?</i> <i>How can school ensembles impact on the local community?</i>	In the last academic year, children in Years 1-6 participated in a singing assembly, but we need to organise this again for this academic year.	I will speak with our new assistant headteacher to organise this.
Performances	<i>What performance opportunities are planned each term in school and/or beyond the school (Concerts, Assemblies, Gigs)</i> <i>What percentage of the school population has the opportunity to perform?</i> <i>How will you plan for each year group to experience live music at least once a year?</i>	We have attended events such as The Plymouth Big Sing, which has given pupils the opportunity to experience live music.	We would like to look into further opportunities for pupils to experience live music.
Progression routes outside school	<i>How are you working with the Music Hub and /or wider community to identify appropriate out-of-school ensembles and other opportunities?</i> <i>How many children are regularly engaging in music hub or other ensembles/workshops outside school?</i> <i>How will you identify children who would benefit from more advanced specialist music provision?</i> <i>Are you in regular communication with your local schools to support musical progression during transition?</i>	We are hoping to work with the Music Hub and the wider community to identify more opportunities for our pupils.	Continue to look into this.
Talent Pathway	<i>How do you support individual pupils who demonstrate exceptional talent and potential?</i>	We encourage pupils to continue to explore their talent and potential for Music.	We are happy with this.
Communicating your plan	<i>Is a user-friendly version of this plan publicised to parents and other schools, including on the school website?</i>	There is a downloadable copy of this plan published on the school website.	We are happy with this.