



Martley CE Primary School MUSIC DEVELOPMENT PLAN

Completed by:	Mr David Prince (Music Subject Lead)
Date:	September 2024

Statement of Intent

Why is music so important?

Music is a powerful tool that is used as a form of expression and creativity. Pupils should grow a love of musical composition, self-confidence and achievement by exploring a broad range of musical instruments to explore harmony, rhythm, form and melody. At Martley, we encourage children to foster their ‘God-given talents’ from an early age by engaging with an expansive and diverse music curriculum. The music curriculum starts off by laying the foundations of music in the Early Years and such skills are developed and enriched in each year group.

At Martley, we intend to give all pupils the opportunity to compose, listen to and perform pieces of music through singing and playing. We also believe that exposure to many musical genres, artists and cultures will help pupils to recognise and respect the diverse world we live in. Children can explore the musical world by playing both rhythmic and melodic instruments. Whilst we aim for music to enrich the lives of young people, we also want to use it as a celebration of the wider school community. We believe that Music emboldens our core values of ‘creativity, compassion, commitment, co-operation and courage’ and the used curriculum, alongside extra-curricular activities, helps us to deliver this.

Not yet in place	Emerging	Established	Embedded
Needs priority support and development	Not yet fully in place, further development required, not yet sure of impact on outcomes, needing some support.	Effective in driving good outcomes for pupils, a strength of music in our school; some development may be required to maintain momentum or make further improvement	Highly effective in driving good or better outcomes for pupils, a real strength which our school would be willing to share with others.

Curriculum

Not Yet In Place	Emerging	Established	Embedded
<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 can 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 can 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 can 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>
<p>Our best curriculum fit is Established</p>			
<p>The curriculum is designed, sequenced and clear. Schemes of work (Charanga) are engaged with on a weekly basis, although the units do not last for a longer term. Martley is now using a new scheme on Charanga based on the Model Music Curriculum. Resources and instruments are readily available and accessible for all in a tidy area. Additional music lessons are provided by external teachers and there are ample chances for extra-curricular musical activities including choir. Concerts and enrichment experiences are celebrated throughout the year (Collective Worship, School Performances, iSingPop, Church Services and Young Voices).</p>			

Area	Set your school some actions here		Review date	Status
Curriculum	1	Complete an inventory of all musical instruments and resources that the school has.		Yes
	2	Review long term plan to make sure music is taught once a week in classes		Yes
	3	Music lessons to be taught that help progress musical understanding in a variety of styles	September 2024. We have moved to a new scheme of work that uses the Model Music Curriculum.	Yes
	4	Review Pre-school provision for music (nurse rhymes and simple percussion)		In Progress

Instrumental, Vocal Lessons and Ensembles

Not Yet In Place	Emerging	Established	Embedded
<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 Severn Arts. 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 can 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</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>



		specialist tuition. A large proportion of students are involved.	Students can take leadership roles in musical opportunities. The school is actively involved in national, largescale events.
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Our Instrumental, Vocal Lessons and Ensembles best fit is **Established**

Singing is a strength at Martley. Children listen to a wide variety of songs and participate weekly in 'Sing and Praise' collective worship. All teaching staff lead a session at least once per half-term. From the Early Years Foundation Stage (EYFS), singing is a part of the curriculum and pupil voice discussion show how most pupils enjoy singing as a group. There is opportunity for children to take part in school choir as well. They perform to the community and are actively involved in national, largescale events (Young Voices). Provision is diverse in music lessons too because each lesson begins with a song from a different culture. Some classes have music on at the start of the day. Martley has regular musical performances from both pupils and staff. This aligns with our school vision to embrace 'God-given talents'. 1:1 music tuition is provided for pupils in several instruments (guitar, drums, piano, cornet).

Area	Set your school some actions here		Review date	Status
Instrumental, Vocal lessons and Ensemble	1	Investigate the possibility of classes performing in an ensemble together with the musical instruments that are learnt.		In Progress



Musical Events and Opportunities

Not Yet In Place	Emerging	Established	Embedded
<p>Engagement with the Severn Arts and the 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 the Severn Arts and the Worcestershire Music Education Hub (such as the Big Sing event) 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 Severn Arts and the 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 Severn Arts Ensembles. Students benefit from interactions with those working in the profession.</p> <p>The School has links to Worcester City Brass and are encouraged to join.</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>

Our Musical Events and Opportunities best fit is **Established**

Martley has good links with the school community. Our choir has sung Christmas carols to care homes and groups every year and performances have received very good feedback. To improve further, we need to engage with the Education Hub and the support that they offer in the form of CPD.

Area	Set your school some actions here		Review date	Status
	1	Performances to the school community that involve instruments?		In Progress

Music Events and Opportunities	2	Use the Education Hub for support and CPD throughout the year		In Progress
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Appendix 1 – Useful Resources for Teachers

Useful Resources for Schools

Severn Arts – lead organisation in the Worcestershire Music Education Hub

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, free for all first, primary and special schools in Worcestershire) [Pricing For Musical School — Severn Arts \(charanga.com\)](#)

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

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
<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