



Music Development Plan

Developing Music in your Primary School - A Self-Assessment Document

Our vision for Music

“Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination and life to everything” -Plato-

Our music curriculum at Charlton, aims to provide all pupils with a high- quality music education, which both inspires and captivates a love for music and an education that fulfils a deep level of spirituality within them.

The music curriculum is intended to develop a life-long love of learning musicology and with this, increase confidence, creativity and imagination of all pupils.

All pupils should have a range of activities to develop their talents in all aspects including: listening and appraising, finding/making pulse & rhythm, singing, playing instruments, improvisation, composition and performance through our scheme 'Charanga'.

The children are encouraged to learn a variety of instruments at school, including: clubs and class lessons that offer drums, ukuleles, keyboards, recorders and ocarinas.

As a school, we organise opportunities and participate in collaborative and 'in-house; projects that enable children to share their musical skills at events both in and outside of school. We also invite specialist teachers to teach a variety of instruments to children such as ukuleles, guitars and drums. We teach and support children to be patient as they learn a new instrument/or song as well as enabling children to show forgiveness for their own musical trials and tribulations and mark these as great learning experiences and to see these as opportunities to develop perseverance within their own musicology studies.

Most importantly, music should play an important role for children to express themselves and be thoughtful towards others' ideas and performances, so that all children feel part of a community that supports them and their individuality- offering that safe space of sanctuary.

Fundamental music skills learnt throughout the curriculum:

- Listening and Appraising
- Musicianship
- Singing
- Playing instruments and Notation
- Improvisation
- Composition
- Performing and Sharing

Contributions to other subjects:

We design our curriculum to enable children to have links which are cross curricular to other subjects. This can range from using computing equipment to help record, create and explore, or sing in microphones for a themed topic. Our approach offers ways of introducing music to impact on learning where conventional methods are not feasible such as using Dalcroze and/or Kodaly methods.

Teachers use music to enhance learning, make it interactive and provide cognitive learning opportunities for children that enable them to grasp concepts. An example of this would be; enabling children to learn tricky words in phonics through songs or using music to help develop auditory literacy skills.

We hope to inspire children to become musicians and be able to express themselves effectively through their love of music.

Model Music Curriculum: We are very excited to announce that each year group will be using the Model Music Curriculum guidelines from September 2023. The Model Music Curriculum is a non-statutory document produced originally by the Department of Education to help support schools and their music curriculum from KS1-KS3

Area	Category	Band	Descriptor	Achieved
Curriculum	Curriculum Design	1	The music curriculum is planned for in all year groups and skills are mapped progressively across Key Stages as guided by the National Curriculum.	Completed
		2	Additional aspects (ie: whole class music, 1-1 tuition and ensembles) are embedded into the planning of the music curriculum so that they support the musical outcomes.	Completed – Make time for music and Rock Steady.
		3	The curriculum is planned with consideration for transition taking into account the expectations of the KS3 curriculum and planning in collaboration with local secondary schools.	Action for 2024-25
	Assessment	1	We have limited opportunities to assess pupil progress and have limited resources to monitor progress.	Monitoring on Bromcom – books and KO's
		2	We use teacher assessment at planned points throughout the year using one method only (video, audio, written).	Completed – need to monitor
		3	We use teacher assessment at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress. There are opportunities for self and peer assessment planned into all music lessons.	Class Dojo KO's Exit tickets Music books
	Timetabling	1	There is a dedicated curriculum music lesson on the school timetable each week for all year groups for a minimum of: KS1 30+ minutes, KS2 45+ minutes.	Music to be taught 1 hour per week.
		2	Whole class instrumental lessons are timetabled in addition to curriculum music lessons in at least one year group.	Ukes, Glocks, Keyboards, recorders
		3	Continuation of whole class instrumental lessons via small group or 1-1 tuition is scheduled for within the school day.	PP children chosen for 1:1 and group tuition – all children involved in whole class.

Area	Category	Band	Descriptor	Achieved
Tuition and Ensembles	Instrumental and vocal tuition	1	Schools engage with an outside agency to provide 1-1 and small group tuition on up to 2 different instruments. Up to 10% of the school population engage in instrumental tuition.	Make time for music and Rock Steady
		2	Schools engage with an outside agency to provide 1-1 and small group tuition covering more than 2 instrumental families. School engages in live performances for all pupils to raise awareness of instrumental families highlighting opportunities for additional musical learning.	Make time for music and Rock steady – drums and keyboard. Clubs – ukes, glocks, boomwhakers
		3	Schools engage with an outside agency to provide 1-1 and small group tuition covering all instrumental families. Over 15% of the school population engage in instrumental tuition. Opportunities for your pupils to perform in both formal and informal settings regularly (by regular we mean at least once per half term). School regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision	2024-25
	Whole class activity	1	whole class instrumental tuition) is delivered for at least one term for KS1 and KS2 year groups. Instrumental teaching is timetabled for an hour per week (during their timetable for instruments) in KS1 and KS2 and lead by a the class teacher and Mrs Morton with support.. Class teachers use both Kodaly, Dalcroze and koldaly and digital delivery to adhere to the aims and objectives of the Model Music framework.	Whole class taught by class teacher.
		2	The school has selected an instrument for class instrumentals that promotes musical progression for their pupils. The school music lead communicates effectively with the class teacher The school/teacher ensures there is an opportunity for performance to parents and peers at the end of each term..	Whole class taught by class teacher and Mrs Morton

	3	<p>Whole class teaching is timetabled for an hour per week in addition to an hour per week for curriculum music delivery.</p> <p>Whole class instrumental is to be integrated into the school's music curriculum.</p> <p>The school/teacher ensures there are opportunities throughout the year to showcase their learning via performances.</p> <p>.</p>	<p>To think about extra tuition in 2025- how can we apply this.</p>
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Instru- mental Ensemble Provision	3	Whole class teaching is timetabled for an hour per week in addition to an hour per week for curriculum music delivery. Whole class instrumental is to be integrated into the school's music curriculum. The school/teacher ensures there are opportunities throughout the year to showcase their learning via performances.	To think about extra tuition in 2025- how can we apply this as extra including separate music lesson.
	1	The school provides an opportunity for ensemble playing The ensemble is regularly attended by a minimum of 5 pupils The ensemble is led by a competent musician.	Clubs termly and performances.
	2	The school has more than one instrumental ensemble The ensemble is regularly attended by a minimum of 10 pupils It is planned that the ensemble rehearses and performs a range of styles and genres There is an opportunity for the ensemble to perform to parents or peers.	Music clubs termly and perform.
	3	School provides ensemble opportunities that cater for all instruments taught Effective planning is in place for the ensemble to rehearse and perform a wide range of styles and genres There are many opportunities for the ensemble to perform to parents or peers.	To be planned for 2025.

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Singing	Singing Assemblies	1	There are termly opportunities for massed singing these can be linked with calendar events or performance opportunities.	Every term the children can showcase their singing for celebration
		2	There are weekly singing assemblies for all pupils.	All children come to singing assembly weekly.
		3	There is 1 or more weekly singing assembly for all pupils lead by a specialist Singing is used frequently in music lessons to support curriculum learning. All staff are upskilled and confident at leading singing in their classroom.	All children come to singing led by music lead Lmort.
	Choirs	1	There is a school choir that rehearses weekly	Charlton band every other term.
		2	The school choir is led by either a specialist teacher or a competent member of staff who has expertise and practises healthy singing.	Charlton band led by Lmort.
		3	The school has multiple choirs	2025- Collective worship band
	Staff Singing	1	There is a person responsible for singing in the school.	Lmort

		2	There are signing opportunities for staff such as a choir	Staff choir or 2025 – staff meeting warm up.
		3	All staff are upskilled and confident to lead healthy singing in their classes.	Staff meeting to recap singing 2025.

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School life and opportunities	Leadership and advocacy	1	There is a designated member of school staff, not a senior leader who has responsibility for music and advocates for the subject across the school.	Lmort – Music Lead
		2	In collaboration with the designated music leader, senior leaders drive the development of music across the school and advocate for the importance of music in school life.	Headteacher is proactive to engage with music.
		3	A named governor takes responsibly for monitoring music as a result music is an integral part of daily school life.	Governor to be named Music Champion.
	Pupil Voice	1	Pupil voice is taken into consideration when planning internal school events through informal discussions.	Completed
		2	Pupil voice is taken into consideration when planning for participating in external events either through informal discussions or school council	School council involved with Charlton's Got Talent.
		3	Pupil voice is taken into consideration when planning for the music curriculum this include repertoire selection or instruments of interest.	2025
	Value of Music	1	Music only plays a small role or no role at all in school life	Plays a very important part of our school.
		2	Music occasionally plays a role in school life	Music plays a role in daily life and through Collective Worship.

	3	Music is an important part of everyday life.	Staff meeting to refresh and find different ways to involve music in lessons.
Inclusion	1	Schools signpost learnings to KM bursary for 1-1 learning All music lessons are planned to use instruments/ resources that are accessible and age appropriate to their students All members of staff teaching music have an awareness of the pupil needs in the class Students have opportunities to listen to music from a range of cultures and traditions in all key stages.	Parents are offered the bursary. PP children given free spaces for Rock Steady groups.
	2	The school plans to target students eligible for pupil premium and supports these students to engage in musical opportunities and tuition through this funding. The school provides additional support through resources to enhance accessibility All teachers and staff knows when and how to differentiate appropriately using approaches which enables to be taught effectively. Students have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.	
	3	Bespoke financial support is applied so that all pupils can access the curriculum and extra- curricular opportunities School provides access to alternative instruments where necessary Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.	PP to be more involved with special singing events.
Resources and Equipment (physical)	1	There are limited instrumental resources within the school, possibly only untuned percussion or a part set of class instruments.	Whole class instruments Ukuleles Keyboards Recorders Ocarinas Glocks

	2	There are a range of instruments within the school including whole class sets of instruments the school has access to and uses teaching resources to support music teaching and learning.	Instruments available.
	3	There is a dedicated space for music within the school. This is equipped with a range of tuned and un-tuned instruments or technology is available for use. The school successfully integrates the use of teaching resources	2025- Technology – beat boxing DJing etc.
Budget	1	There is limited budget for music provision outside of the funding from Kent music	Kent music supply bespoke support.
	2	The budget is planned to support the delivery of the music curriculum.	2025
	3	There is significant budget that is planned to support the delivery of the music curriculum as well as providing students with ample of opportunity to broaden their musical experiences.	2025
CPD	1	The lead member of staff for music undertakes music specific CPD every year.	Lmort and Kent Music
	2	The lead member of staff is given opportunities by the school to share and upskill other staff members as a result of CPD attendance.	2025
	3	The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life.	2025
Partnerships	1	The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of equality provision. The school is exploring opportunities to work in partnership with other settings.	Kent Music Local schools
	2	The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their local Music Education Hub.	Kent Music, Aquila, Local Dover schools.
	3	The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and staff. This could include Arts Mark and Music Mark Accreditation.	2025- join with local secondary schools.

