

Music Development Plan

School: Westbourne Primary School

Trust/local authority: Bradford

Local music hub: Bradford Music and Art's Service

Music lead: Claire Aspinall

Music specialist (if applicable):

Headteacher: Jo Marwood

Date completed: 07/05/2024

Review date: July 2024

	Music Development Plan
1 – Overall objective	The overall objective for music provision at Westbourne Primary School is to foster a comprehensive and inclusive musical education, cultivating a lifelong appreciation and engagement with music. Through the integration of tuned and untuned instruments, students will develop instrumental skills, allowing them to participate actively in performing, appraising, and composing. By providing opportunities for listening and analysis, students will develop critical listening skills and an understanding of various musical styles and traditions. Ultimately, the objective is to nurture creativity, confidence, and a love for music, enabling students to express themselves artistically and connect with the world of sound.
2 – Key components	<p>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</p> <p>Classroom instrumental teaching</p> <p>Progression from classroom instrumental teaching</p> <p>Visiting music teachers</p> <p>Links with external music organisations</p> <p>Pupil Premium student engagement</p> <p>CPD</p> <p>Choir/ensemble</p> <p>Building up to whole school singing assemblies</p> <p>Performance opportunities</p> <p>Additional funding from hub/charities/fundraising</p>
3 – Classroom instrumental teaching	<p>At our primary school, we offer music education to students across all year groups. Our goal is to foster a love for music, develop musical skills, and provide opportunities for students to explore their creative potential. Here are the details of our school's music program for each year group:</p> <p>Foundation Stage (Reception): In the Foundation Stage, our focus is on introducing students to music through interactive and play-based activities.</p>

	<p>Students will engage in singing nursery rhymes, exploring different sounds and instruments, and participating in simple rhythm and movement exercises. The emphasis is on developing a sense of rhythm, pitch, and basic musical concepts.</p> <p>Key Stage 1 (Years 1 and 2): In Key Stage 1, students continue to develop their musical skills and knowledge. They will explore various musical genres, learn to play basic percussion instruments, and begin to read and write simple musical notation. Singing, rhythmic exercises, and creative expression through music will be an integral part of their learning experience.</p> <p>Key Stage 2 (Years 3 to 6): In Key Stage 2, students build upon the foundation established in Key Stage 1. They will have opportunities to play a wider range of instruments, such as keyboards, recorders, and violins. Students will learn to read and interpret more complex musical notation, explore composition and improvisation, and develop their vocal and instrumental skills. They may also have opportunities to participate in school choirs, ensembles, and performances.</p> <p>Teaching and Instrument Funding: Music lessons will be taught by either specialist music teachers from Bradford’s Music Hub, who have expertise in music education, or the classroom teacher.</p> <p>To ensure accessibility and inclusivity, we understand the importance of providing instruments for students who may not have access to them at home. Bradford Music Hub is able to offer these instruments to selected students at no cost.</p> <p>Inclusive Lessons: We strive to make our music lessons inclusive by catering to students with diverse learning needs. Our teachers will adapt teaching methods and materials to accommodate students with disabilities, sensory impairments, or learning difficulties. This may involve using visual aids, providing alternative ways of engaging with music (e.g., movement-based activities), and offering individual support when needed. Collaboration with other teachers and specialists, such as special education teachers or therapists, may also be employed to ensure that all students can fully participate and benefit from music lessons.</p> <p>Where to Next:</p>
<p>4 – Implementation of key components</p>	<p>Music is taught weekly either by the class teacher or by PPA staff. Staff follow Charanga with fidelity. Choir sing in assembly on the last Friday of the half term. Performances are booked in each year through the MAS. Annual Christmas and end of year performances.</p>

<p>5 – Communication activities</p>	<p>Communication Plan: Music Events in Primary School</p> <p>Objective: The objective of this communication plan is to effectively inform and engage parents about music events and offerings in our primary school. We aim to utilise various communication channels, including the school website, newsletters and Weduc, to keep parents updated and involved in the music activities of the school.</p> <p>School Website: a. Music Events Page: Create a dedicated section on the school website where all music events will be listed. This page will include the event name, date, time, location, and any additional details or requirements.</p> <p>Newsletter: a. Overview of Music Offerings: Develop a comprehensive newsletter that provides an overview of the school's music program, including details about music classes, choirs, bands, orchestras, and any other music-related activities. b. Event Highlights: Include a section highlighting upcoming music events and important dates to create anticipation among parents and encourage their participation. c. Distribution: Via Weduc and the school office.</p> <p>Weduc: a. Create and maintain a dialogue regarding music on Weduc to reach a wider audience. b. Event Announcements: Regularly post about upcoming music events, including event details, performance highlights, and student achievements. Encourage parents to share and spread the word. c. Visual Content: Share engaging visual content, such as photos and short videos, capturing the essence of music events and showcasing student performances.</p> <p>By implementing this comprehensive communication plan, we aim to effectively engage parents and keep them informed about music events and offerings in our primary school. Regular updates, engaging content, and open lines of communication will foster a strong partnership between the school and parents, enhancing the overall music experience for the students.</p>
<p>6 – Evaluation process for the success of the Music Development Plan</p>	<p>Our music development plan includes regular termly time dedicated to subject leadership, allowing for focused growth and strategy implementation. We will conduct low-stakes classroom drop-ins to observe and support teaching practices, fostering an environment of continuous improvement without added pressure. Additionally, we will actively engage with students to gather their feedback and insights, ensuring their voices shape the program's development and reflect their interests and needs. This holistic approach aims to enhance both teaching quality and student experience in our music curriculum.</p>

<p>7 – Transition work with local secondary schools</p>	<p>As part of our music development plan, we will consult with Felicity French to discuss strategies for easing the transition to secondary school. This will include exploring opportunities through the Furthering Talent Scheme, aiming to support and nurture students' musical abilities as they advance in their education. Engaging with Felicity French will provide valuable insights and potential resources to ensure a smooth and effective transition, enriching students' musical journey and maintaining their enthusiasm for music during this pivotal stage.</p>
<p>8 – Budget materials and staffing</p>	<p>In our music development plan budget, we will allocate funds for Option 1 offered by the Music and Arts Service, ensuring access to their comprehensive programs. Additionally, we will invest in continuous professional development (CPD) opportunities provided by the Music and Arts Service. These investments will enhance our music education offerings and support the ongoing growth and skill development of our teaching staff, ultimately enriching the overall quality of our music program.</p>
<p>9 – Pupil Premium and SEND provision</p>	<p>As part of our SEND provision and pupil premium initiatives within the music development plan, we select children for Access+ based on their aptitude and enjoyment of music. These students are also encouraged to join the choir, fostering a sense of community and enhancing their musical experience. Additionally, we incorporate Makaton activities alongside singing to support inclusive communication and participation for all students. This comprehensive approach aims to provide tailored musical opportunities that cater to diverse needs and abilities.</p>
<p>10 – Summary Action Plan</p>	<p>See Action Plan in Subject Leader folder on TDrive.</p>

Useful links

[The power of music to change lives: a national plan for music education](#)

[MT's national plan coverage](#)

[Building a musical culture in a primary school – the nuts and bolts for success](#)