



Schools' Music Development Plan

For Cheshire East

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| School Name: Little Bollington C of E Primary School | Status (Academy / LA /Free /Other) Academy |
| MAT Name (as appropriate) CDAT Academy Trust | Name of Music Lead : Mrs Sasha Challinor |

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| Your vision for music in your school | <i>The overall vision for music provision in your school</i> | <p>VISION:</p> <p>At Little Bollington we aim to give every child the opportunity to experience the power of music to enhance our lives, as well as capitalizing on the benefits it gives in other areas of the curriculum. Singing, playing instruments, performing, and composing are enjoyable, creative and fulfilling learning experiences, but research shows that this learning extends beyond the musical curriculum. Making music in the early and primary years increases listening and concentration skills and enhances a child's ability to discriminate between sounds. This improves phonetic awareness and helps to develop language and literacy skills. Music-making in small groups promotes teamwork and the development of leadership skills, as well as being hugely enjoyable. We find that pupils' confidence can be enhanced if they have opportunities to perform and in addition, music-making has social and emotional benefits, helping children to improve their mood and relieve stress.</p> <p>Our intent is to:</p> <ul style="list-style-type: none"> • Build a music curriculum that is progressive and builds on previous learning |
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| | | <ul style="list-style-type: none"> • Promote a love and sense of purpose of music • Implement a thematic music curriculum ensuring that, although cross-curricular, it is driven by skills and objectives • Foster a knowledge and appreciation of music and its history through the teaching of the main elements of music, encouraging a sense of ownership in music, ensuring it is viewed as the property of all, not the few. • Improve the children's own musicianship through the four strands of Listening/Performing/Singing/Composing. | | | | | | |
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| Area | Category | Where we are now? 1,2, 3 or working towards (WT) plus narrative as required | Where we want to be? Enter either a numeric target (from vision doc.) or text | | | | | |
| | | | | Actions | Timeline and deadline | KPI's | Action supported (or to be) by the music education hub? If yes how? | RAG |
| Curriculum | <i>Curriculum design</i> | 2 | 2 | <i>New Curriulum using Sing Up has been started this academic year</i> | <i>Assess how it went in it's first year following Cycle A July 2024</i> | <i>Talk to all staff to see how they are getting on with it</i> | <i>Sing Up Music- New Curriculum subscription</i> | 2 |
| | <i>Assessment - attach documentation and assessment materials</i> | <i>Working towards 2</i> | 2 | <i>Progression snap shots to be recorded and will need to look at how we go after 1st year. Love Music Trust- assessment of Wider Opportunities Program</i> | <i>Look again in July 24.</i> | <ul style="list-style-type: none"> • Talk to Love Music Trust • Talk to IT about best place to store videos long term | | WT2 |
| | <i>Timetabling - include a timetable of music across the school</i> | <i>Working towards 2</i> | 2 | <i>Formal timetable to be drawn up</i> | <i>May 24.</i> | <i>SC to complete</i> | <i>Head- talk about where and when we can do</i> | |

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| | | | | | | | <i>lessons for brass as 4 pupils interested.</i> | |
| Tuition and Ensembles | <i>Instrumental and vocal tuition</i> | <i>Working towards 2</i> | 2 | <i>Talk to LMT about follow on for brass in Class 3 after term of tuition</i> | <i>Dec 23</i> | <i>SC to email parents</i> | <i>LMT- achieved- as we have 4 pupils starting brass – 3 in an ensemble and one 1:1 lessons.</i> | 2 |
| | <i>Whole Class Instrumental Teaching - Include details of the school's offer for each year group (wider opportunities, whole class curriculum teaching delivered by specialist). How will students' progress? Who will teach this? How will instruments be funded? How will lessons be inclusive? Where to next?</i> | 1 | 1 | <i>Class 3- Wider opportunities-learn brass for 12 weeks- autumn term Class 4- Wider opportunities-learn brass for 12 weeks-Spring term-</i> | <i>Ongoing</i> | <i>LMT- external music specialist.</i> | <i>Head- funded from our school budget</i> | 1 |
| | <i>Instrumental Ensemble Provisions</i> | <i>Working towards 1</i> | 1 | <i>Brass- follow on lessons by LMT specialist</i> | <i>After Feb half term24</i> | <i>LMT- external music specialist</i> | <i>Parents pay direct to LMT</i> | 1 |
| Singing | <i>Singing assemblies</i> | 2 | 2 | <i>Singing Assembly</i> | <i>Ongoing- every Wednesday for 20 mins</i> | <i>SC- leads</i> | <i>SC</i> | 2 |
| | <i>Choirs / Vocal Ensembles</i> | <i>We are a whole school singing choir.</i> | | | | | | |
| Leadership - role of music in school life and | <i>Leadership and advocacy</i> | 1 | 1 | <i>SC- check with staff- ensure progression snapshot videos</i> | <i>Just before we break up for Easter 24</i> | <i>LMT – brass specialist</i> | <i>SC – monitor termly</i> | 1 |

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| other opportunities | | | | are recorded termly. Ask Brass teacher to do an assembly to show all the children the instruments and play for them | | | | |
| | <i>Value of Music</i> | 2 | 2 | Ensure display are upto date with photos of the pupils performing singing etc. | SC- Spring term 24 | | | 2 |
| | <i>Inclusion - What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?</i> | 2 | 2 | Wider opportunities- all children involved- SEN supported by TAs Lessons- LMT subsidise lessons for PP | SC ongoing and SENCO if needed. | | | 2 |
| | <i>Resources and equipment</i> | 2 | 2 | A well resourced music area which is well used in school | End of year checks Music monitors from KS2 to check. | | | 2 |
| | <i>Budget - Include details of budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions.</i> | 2 | 2 | Budget allows for wider opps | Review at the end of the year to see if budget allows | | | 2 |

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| | <i>Consider how PPA time might be used.</i> | | | | | | | |
| | <i>CPD - What are the development needs of staff? Plans for CPD</i> | 2 | 2 | <i>Staff Meeting – led by music lead to demonstrate how to use the Sing up curriculum Ongoing support as needed</i> | <i>SC- September 2023</i> | | | 2 |
| | <i>Partnerships - In what ways will you engage with the hub? What funding / support is on offer from the hub? What support do you require from hub?</i> | 1 | 1 | <i>SC- survey annually to be completed with LMT</i> | <i>SC –July 2024</i> | | | 1 |
| Additional to vision document | | | | | | | | |
| Communication: | <i>Write a communication plan, including information about how you'll keep parents updated via the school website; how a leaflet might be produced to inform parents about the whole school music offering; how social media might be used.</i> | 2 | 2 | <i>Email parents regarding music opportunities as and when available</i> | <i>Ongoing</i> | | | 2 |

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| Music progression strategy: | <i>How will you support children to access high quality opportunities?</i> | WT2 | | <i>-Progression Document to be organised with 3I's added following the school format. -Progression snapshots recorded at 3 different points in the year to show progression</i> | <i>Review July 2024.</i> | | | WT2 |
| | <i>How will you support and track progression?</i> | WT2 | | <i>Put videos onto One Drive so that they can be accessed by subject lead.</i> | <i>Review termly and remind staff to forward videos</i> | | | WT2 |

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