

RESONATE

SCHOOLS MUSIC DEVELOPMENT PLAN

Supporting your school in writing your school music development plan



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Context

On the 25th of June 2022, the government published its updated [National Plan for Music](#). This document outlines an expectation that...

*'In partnership with their music hub, we would like every school (including multi-academy trusts) to **have a Music Development Plan** that captures the curricular and co-curricular offer and sets out how it will be staffed and funded.'*

The deadline for the first edition of this document is September 2023.

Update: On 15th May 2024 DfE announced all schools must publish their School Music Development Plan on their website by 1st September 2024

Aim

The School Music Development Plan should set out how the school will deliver high quality music provision for all pupils in the three areas of curriculum, co-curricular and enrichment. This document will enable you to reflect on your current music provision, to celebrate success and to identify areas of development. It should set out how your school delivers its music curriculum and ensures the following expectations are in place:

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

Outcomes

1. To enable schools to engage critically with their music offer.
2. To feed music into wider school improvement.
3. To open a constructive dialogue with music hubs, both to enhance in-school provision and to connect pupils to broader opportunities.
4. To publicise schools' music offer, including on the school website, so that pupils and parents have a good understanding of what to expect.

School Music Development Plan – Resonate Hub example template

To help you to complete this development plan, the following documentation may be useful:

- **[The power of music to change lives - A National Plan for Music Education](#)**
- **[Research Review Series - Music](#)**
- **[Model Music Curriculum](#)**
- **[Resonate Sounds – A framework for Whole Class Instrumental Tuition](#)**
- **[School Music Development Plan – DfE summary template](#)**

This template has been created by Resonate with the intention of supporting schools in creating a School Music Development Plan.

We understand that you may wish to take only a few elements from this form, and that not all aspects of it will be suitable for your setting. Please feel free to take what you need from this form; it is intended to help support the development of music in your school.

PRIMARY/SECONDARY

School: Croxteth Community Primary School

Music co-ordinator: Éimear Sweeney

Head teacher: Lottie Harriman

Date written: 26.9.24

Edition number: 1

Dates reviewed (To be reviewed every term)

Date	Date	Date	Date	Date	Date

The following tables illustrate the ideal standards of music delivery in schools, and allow you to describe your current standard, and define areas for improvement.

Area of provision	What we are currently doing well at in this area: *Evidence of practice.	Area for development: <i>make them SMART (specific, measurable, achievable, relevant, time-bound).</i>	Action to be taken and deadline date:
Curriculum			
We have embedded a high quality, ambitious music curriculum throughout our provision, covering progression within the national curriculum. This includes planned assessment throughout the year to track progress, using a range of methods.	<p>Link to curriculum online</p> <p><i>Mrs Bowyer follows SingUp (year 1 – 4) and Model Music Curriculum.</i></p> <p><i>EYFS follow Kodaly practice alongside other approaches and methodologies.</i></p> <p><i>Planned assessment each term highlighting more able pupils for further opportunities.</i></p>	<i>Music Lead and Mrs Bowyer to have regular check-in meetings.</i>	October 2024
Our curriculum is fully inclusive and can be accessed by all pupils. Every staff member has knowledge of all pupil needs.	Staff meets occasionally with SENCO and class teacher, informal chats on a regular basis with class teachers.	<i>Make sure all visiting music specialists have the opportunity to meet with SENCO.</i>	October 2024
Our curriculum includes listening examples from a wide range of cultures and traditions.	<i>We have started this journey and begun to make conscious efforts to include a diverse range of composers to aid the decolonisation of the curriculum.</i>	<i>Start to record lists of diversity used in our music repertoire.</i>	October 2024

<p>We have timetabled curriculum music of at least one hour each week of the school year (KS1 to KS2).</p>	<p>This includes signing assembly, class teacher sessions as well as fortnightly sessions from the Music specialist (Mrs Bowyer). See Timetable</p>	<p><i>Record extra performance opportunities.</i></p>	<p><i>October 2024</i></p>
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Co-curricular			
<p>We have provided EYFS/ KS1/KS2 access to instrumental opportunities. We have also provided KS2 access to instrumental lessons. (Whole class instrumental music sessions, opportunities to continue on from whole class instrumental sessions e.g. small group/1:1 tuition). (Visiting specialist musician/class teacher willing to teach a small group). KS4&5 as appropriate to exam board expectations.</p>	<p><i>See planning</i> <i>Currently</i> <i>EYFS – year 4 access to whole class tuned and untuned percussion at various stages of the curriculum.</i></p> <p><i>Also exposed to other instruments via Mrs Bowyer bringing in instruments to inspire pupils.</i></p> <p><i>Year 3 – recorder</i> <i>Year 4 – recorder</i> <i>Year 5 – ukulele</i> <i>Year 6 – ukulele</i></p>	<p><i>Continue with offering access to wide range of instruments.</i></p> <p><i>Continue to encourage more able and eager pupils to attend Resonate after school on a Tuesday.</i></p> <p><i>Offer small group Gifted and Talented lessons to selected KS2 pupils.</i></p>	<p><i>October 2024</i></p>
<p>We have provided access to singing opportunities within the curriculum and singing assemblies for students in KS1-4.</p>	<p><i>Pupils receive singing opportunities in every music lesson.</i></p> <p><i>Singing assembly provides an opportunity for pupils to sing in larger groups.</i></p> <p><i>All children access Christmas and end of year extravaganza performances</i></p>	<p><i>Continue to ensure children are accessing these opportunities.</i></p>	

	<i>as well as class assemblies which include a singing piece.</i>		
We have identified children who are entitled to pupil premium funding. We have opened up opportunities for these children to access instrumental and vocal tuition.	Due to high numbers of pupil premium, all pupils receive quality music lessons from specialist teachers to open up opportunities.	Print off a list of pupils with PP and SEND and ensure that they are offered opportunities.	October 2024

Enrichment			
We have established a school choir and/or vocal ensemble along with planned performances.	<p><i>We have an after-school choir</i></p> <p><i>Weekly singing assemblies</i></p> <p><i>Gifted and Talented sessions for selected pupils</i></p>	<p><i>Repeat next year</i></p> <p><i>Plan for some performances throughout the year-</i></p> <p><i>Christmas Extravaganza/</i></p> <p><i>Summer Extravaganza</i></p>	<p><i>December 2024</i></p>
We have established a school ensemble/band/group along with planned performances. We ensure that parents are aware of the opportunities available to students both in school and in the area.	<p><i>RMS offered to all pupils and parents are encouraged to take their pupils.</i></p> <p><i>Choir practises weekly and performs frequently.</i></p> <p><i>Small Gifted and Talented groups will have performance opportunities.</i></p>	<p><i>Record performances that occur</i></p> <p><i>Continue to promote pupils going to RMS.</i></p>	<p><i>December 2024</i></p>
We have arranged a space for rehearsals and individual practice in school.	<p><i>Hall is used for performances.</i></p>	<p><i>Practise space TBC</i></p>	
We have termly school performances.	<p><i>Two terms have whole school performances.</i></p> <p><i>Throughout the year, children perform during their class assembly.</i></p>	<p><i>Continue to embed this.</i></p>	

<p>We have organised opportunities for the children to enjoy live performance at least once a year. We embrace a variety of musical genres and styles to allow students to access a diverse cultural experience.</p>	<p><i>Christmas pantomime.</i></p>	<p><i>Philharmonic schools concert package- explore the viability of some classes attending.</i></p> <p><i>Resonate - Musical Mondays.</i> <i>Look into this</i></p>	
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Extras:			
Our music coordinator / music head of department attends high quality CPD and then shares learning and resources to the staff team. The music lead feels confident that the music being taught in school is consistent with the agreed SoW.	<i>Music lead can access CPD through Resonate.</i>		
Our Budget sufficiently covers costs for instrumental resources, staffing(internal and visiting), curriculum subscription, live music opportunities and staff CPD.	Yes		
We have strong partnerships with our local music education hub, Resonate, attending network meetings throughout the year.	Mrs Bowyer from Resonate teaches at our school.		

<p>We invest in establishing partnerships with local early years providers, parents of preschool children via parent and toddler groups, other schools in our area, sharing resources and good practice and local secondary schools, preparing for transition.</p>			
<p>We value our partnerships with local arts organisations and we are working towards arts mark and Music Mark accreditation.</p>			
<p>Is there a value placed on music across the school, from SLT downwards, and how does this impact on attitudes of all staff to music? Is there a culture of appreciating and valuing music?</p>	<p>Yes, it is extremely highly valued.</p>		

Other aspects of musical success in our school:

Autumn term / Spring term / Summer Term.

<p><i>Number of PP students accessing instrumental and vocal co-curricular opportunities;</i></p> <p>193 children</p>	<p><i>Number of SEND students accessing instrumental and vocal co-curricular opportunities;</i></p> <p>69 children</p>
<p><i>Number of students accessing our school choir (boys/girls/SEND/PP/LAC).</i></p> <p>Boys: 4 Girls: 36 SEND: 6 PP: 24 LAC: 0</p>	<p><i>Number of students accessing instrumental/vocal lessons</i></p> <p>301</p>
<p><i>Number of students performing once a year (boys/girls/SEND/PP/LAC)</i></p> <p>Boys: 153 Girls: 148 SEND: 69 PP: 193 LAC: 7</p>	<p><i>Number of students accessing live music</i></p> <p>301</p>

Highlights/successes

Any other things your school does to support music? e.g. *Arts Mark, music mark membership, events, festivals, workshops, instrument loans, funding bids*

- Extravaganza performances / class assemblies
- Offering children music lessons for 45 mins per week. Fortnightly by a music specialist
- Weekly singing assemblies (20mins)
- Bespoke specialist curriculum
- Gifted and Talented lessons

Next steps: If you could give two stars and a wish for how to improve music education in your setting, what would they be?

1. *CPD for staff for new SingUp curriculum*
2. *New Music lead to attend some CPD regarding leading Music*
3. *Extending opportunities for children to view live performances*

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