

Music Development Plan

School: Sandringham Primary School

Trust/local authority: Doncaster

Local music hub: Doncaster

Music lead: Louise Sutton

Music specialist (if applicable): Louise Sutton

Headteacher: Chris Metcalfe

Date written: 16th April 2024

Review date: September 2026

Music Development Plan	
1 – Overall objective	<p>At Sandringham Primary Academy, it is our intent to engage and inspire pupils to develop a love of music and their talent as musicians, increasing self-confidence, creativity and a sense of achievement. We will provide opportunities for children to develop their listening and appraising skills, as well as reading notation, learning the fundamentals of musical elements, and performance opportunities for every child. Music at Sandringham develops and underpins our school's core values of ambition, creativity, resilience, independence, reflection, inquisitiveness, collaboration, positivity and respect which are used to promote our children's spiritual, moral, social and cultural growth. We implement a curriculum which is progressive throughout the school. Music receives the same importance as core subjects as we value the importance in providing all children with a full, rich, broad and balanced curriculum, as well as realising that music can contribute positively to both children's mental health, and well-being. Lessons are planned using the six-part sequence and the thinking hard tools and this in turn will allow automaticity to be embedded within our children. It is our ambition that all children throughout the school will access first quality teaching in the performing arts, as the music lead will support non-specialist teachers to have the confidence to deliver music, in order for children to fulfil Minister Nick Gibb statement:</p> <p><i>"I want every child to leave primary school able to read music, understanding sharps and flats, to have an understanding of the history of music, as well as having had the opportunity to sing and to play a musical instrument."</i></p>
2 – Key components	<p><u>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</u></p> <p>Music is taught as a discrete subject, for 45minutes but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. We also develop pupil's appreciation skills through a weekly composer file, that links to the assembly theme of that week. Performances, such as Christmas plays and nativities, end of term concerts, end of year productions, and links we have made within our local and wider community, but also nationally, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.</p> <p>At Sandringham every child has the chance to access enriching experiences in music, through a variety of ways. Some opportunities are whole-school initiatives, while others are focussed on small groups or individuals. There will be a rolling programme of activities to ensure every child in</p>

school has performed at least once in the community and at least twice in school, having performed 3 times to an audience throughout the academic year.

We adapt the curriculum to meet children's special educational needs and disabilities by:

- Identifying the CRITICAL CORE CONTENT that pupils with SEND need to know and use.
- CHUNKING knowledge notes/models into manageable sections.
- Teachers use structured RESPONSE FRAMEWORKS to promote hard thinking.
- Teachers use structured DELIBERATE PRACTICE to increase attention and retention.
- Pupils with SEND are entitled to think hard. We use structured CHALLENGE FRAMEWORKS to promote hard thinking, drawing on the content, including *explain the word connections* and *sequenced thinking paths*.

Extra-Curricular Instrumental Provision:

Children are invited to learn to play a musical instrument in a small group setting from Year 3 onwards. Children are timetabled a 20minute lesson each week with a maximum of four children in each group. Instruments can be provided through the music service for children to take home in order to practice, the school currently subsidises this provision, providing avoidable tuition to pupils. Pupils are charged £25 per half term, with this tuition free for pupils in receipt of FSM.

- Strings – Mrs Yvonne Barron
- Guitar – Mr Steve Merritt
- Clarinet – Mrs L Sutton
- Recorders – Mrs L Sutton

Recital groups have been established and will amalgamate to produce a school orchestra, which will rehearse on Thursday evenings, after school. Pupils are also given the option to practise in school, using the blue room when it is available, during breaks and lunch. Pupils who access this provision perform in a Christmas concert and a Summer concert.

Singing:

- A KS2 choir has been established. The choir have performed in Opera North's Big Sing, Doncaster Music Service Sing Up, ST. George's Minister Pyramid Carol Service, Young Voices.
- Each Year group will perform a song in the final assembly of a half term – this will be linked to the composer, era or theme being studied for that half term. Rehearsals for this will take place during the class's music lesson.
- KS2 singing assembly once per week. The aim is to learn 2/ 3 songs each week, and as songs become secure a new song will be learnt to ensure the school has a range of repertoire. The songs learnt in these assemblies will link to celebrations at different times in the year – Christmas, remembrance, Easter. There will also be the opportunity to learn the traditional assembly songs: when the knight won his spurs, colours of day, all things bright and beautiful, bread and fishes etc. in addition to the newer songs taken from out of the ark by Helen and Mark Johnson.

Community Events

The school choir performs at the Dome different occasions. We also perform at the Lakeside and Frenchgate centre. Other events will include developing a link with at least two elderly day centres, singing in the atrium at the council house, performing at the local church.

Performance Opportunities

We are very proud of the fact that our children perform in concerts at the Doncaster Dome, Young voices, St Georges Minister, and will continue to develop our performance opportunities to

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	<p>a wider community, to provide rich cultural experiences and the opportunities for our children to appreciate and develop a love of music. Our aim is for our children to perform in recitals and concerts for the elderly in the community, in addition to school plays and assemblies. We would also like to perform at other venues in the local and wider community, these to include Lakeside, Frenchgate, Tesco's, St Aidens church, Wheatley Hall Road as well as making links with other ensembles to provide workshops and perform alongside. E.g. Male voice choir through the soroptomists, Brass band, as well as making links with the local secondary school to have live bands and workshops in school. We would also like to explore the possibility of an annual Music Festival at Sandringham Primary.</p>	
In School Events	<ul style="list-style-type: none"> • End-of-term whole school concerts. • Productions • Music Showcase – recitals for instrumentalists 	1b FS/ KS1; 2b Y3-5; 3b Y6. Instrumental groups. 1b, 3b – possibility of 3b being an open air concert, on the field.
Seasonal Events	<p>Christmas/ Summer Fayre- Instrumentalists and choir to sing/ play at intervals during the school fayres.</p> <p>Remembrance – Choir/ Instrumentalists.</p>	Record label will coincide with these events and will be sold at the fayres.
Assemblies	<p>Each year group will perform a song in the final assembly of each half term</p> <p>Entry and Exit to whole school assemblies</p> <ul style="list-style-type: none"> • Music appreciation – Composer of the month. • Choir, orchestra, ensembles – will perform at least once per half term on a rolling programme as the children enter and leave assembly. This will be linked to the season or composer of the half term links. (see assembly composer plan) 	1a: Y6; 1b: Y5; 2a: Y4, 2b: Y3; 3a: Y2; 3b: Y1 1a: Choir; 1b: Recorder Ensemble; 2a: Clarinet Ensemble; 2b: Violins; 3a: Guitars; 3b: Orchestra
Community	<p>Carol singing and other opportunities throughout the year.</p> <ul style="list-style-type: none"> • Elderly centres • Lakeside, French gate, Wheatley Hall Road, • Doncaster council house • St Georges church, St Aidens Church. 	A small number of pupils from each year group up to 50 children to be taken to each event to ensure every child has the opportunity to perform in the community
Work with Music Hub	Opera North; Sing Out; Visiting Professional music recitals.	Choir; KS2.

[Succession planning and CPD](#)

	<p>Music Lead has CPD opportunities through the year and is able to use staff meeting time to offer teaching staff further CPD with the aim that at least 1 CPD session for music is offered to staff per academic year.</p> <p><u>Musical engagement with feeder secondary schools</u></p> <p>Music Lead has established strong links with two other local primary schools within the pyramid, and perform at least once in the year. Music lead also has links with Edlington Hilltop, and have performed with these.</p>
3 – Classroom instrumental teaching	<p>Every child access music taught by their class teacher or where applicable a HLTA if it is taught during a PPA session. Throughout their primary music curriculum, children will learn how to play the recorder and glockenspiel and in UKS2 the keyboards. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic note notation.</p> <p>In the EYFS, children have regular opportunities to engage with and learn about music.</p> <p>Listening: children will have opportunities to respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. They will explore lyrics by suggesting appropriate actions and explore the story behind the lyrics or music. Children will be exposed to opportunities to listen to and follow a beat using body percussion and instruments. When listening to music they will consider whether a piece of music has a fast or slow tempo. Children will be listening to sounds and match them to the object or instrument and begin to develop an understanding of identifying high and low pitch. Children will copy and repeat a simple rhythm, as well as repeating simple lyrics. Children in EYFS will begin to understand that different instruments make different sounds and group them accordingly.</p> <p>Composing: will provide opportunities for children to play untuned percussion 'in time' with a piece of music. They will be able to select classroom objects to use as instruments, and experiment with body percussion and vocal sounds to respond to music. Children in EYFS will be able to select appropriate instruments to represent action and mood, and experiment with playing instruments in different ways. They will also be provided with opportunities to change the lyrics to familiar nursery rhymes.</p> <p>Performing: element will allow children to use their voices to join in with well-known songs from memory, as well as, remembering and maintaining their role within a group performance. They will move to music with instruction to perform actions. Opportunities will be provided for children to participating in performances to a small audience. Children will be able to stop and start playing at the right time, following the directions of a conductor.</p> <p>The interrelated dimensions of music:</p> <ul style="list-style-type: none"> • Pitch – To understand what 'high' and 'low' sounds are. • Duration – To recognise that different sounds can be long or short. • Dynamics – To understand that instruments can be played loudly or softly. • Tempo – To recognise music that is 'fast' or 'slow' • Timbre – To know that different instruments can sound like a particular character. • Texture – To know that music often has more than one instrument being played at a time. • Structure- To recognise the chorus in a familiar song. • Notation – To know that signals can tell us when to start or stop playing. <p>During KS1, we aim to secure strong musical foundations for pupils. This includes a strong focus on learning musical vocabulary and significant opportunities to master rhythm and pulse.</p> <p>Listening: children will recognise and understand the difference between pulse and rhythm. They will be understanding that different types of sounds are called timbres. There will be regular opportunities for children to recognising basic tempo, dynamic and pitch changes. Children will be able to describe the character, mood, or 'story' of music they listen to, both verbally and through</p>

movement. They will describe the differences between two pieces of music, expressing a basic opinion about music (like/dislike). Children will have opportunities to Listen to and repeat short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. As pupils move into Year 2, they will recognise timbre changes in music that they listen to, as well as the structural features. There will be opportunities for children to recognise instrumentation. Children will begin to use musical vocabulary to describe music. They will be identifying melodies that move in steps and represent this with dot notation. They will be able to and repeat a short, simple melody by ear, and suggest improvements to their own and others' work.

Composing: Children will select and create short sequences of sound with voices or instruments to represent a given idea or character. They will combine instrumental and vocal sounds within a given structure and create simple melodies using a few notes. Children will choose dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Children will begin to make improvements to their work as suggested by the teacher. As pupils move into year 2, they will select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. They will successfully combine and layer several instrumental and vocal patterns within a given structure, creating simple melodies from five or more notes. Children will be able to choose appropriate dynamics, tempo and timbre for a piece of music. They will begin to use letter name and graphic notation to represent the details of their composition. Children will begin to suggest improvements to their own work.

Performing: Children will use their voices expressively to speak and chant., and sing short songs from memory, maintaining the overall shape of the melody and keeping in time. They will be able to maintain the pulse using hands and tuned and untuned instruments. Pupils will copy back short rhythmic and melodic phrases on percussion instruments. They will respond to simple musical instructions such as tempo and dynamic changes as part of a class performance and being to perform from simple graphic notation. As pupils move into year 2, they will use their voices expressively when singing, including the use of basic dynamics. They will sing short songs from memory, with melodic and rhythmic accuracy. Children will copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. They will perform expressively using dynamics and timbre to alter sounds as appropriate. Pupils will sing back short melodic patterns by ear and playing short melodic patterns from letter notation.

As pupils move into KS2 (Key Stage 2), they will begin to learn the glockenspiel, alongside exploring a range of other tuned and untuned instruments. The aim is that by the end of Year 4, pupils will have secured a proficient level of technical and creative skill in playing the glockenspiel.

Listening: Children will discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. They will understand that music from various parts of the world has distinctive features. Children will recognise and explain the changes within a piece of music using musical vocabulary. Children will begin to show an awareness of metre. They will begin to use musical vocabulary when discussing improvements to their own and others' work. As pupils move into year 4, they will recognise, use, and understand the development of motifs in music. They will identify gradual dynamic and tempo changes within a piece of music. Pupils will recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. They will Identify common features between different genres, styles, and traditions of music. Children will recognise, name, and explain the effect of the interrelated dimensions of music. They will be able to identify scaled dynamics (crescendo/decrescendo) within a piece of music and use musical vocabulary to discuss the purpose of a piece of music. They will use musical vocabulary when discussing improvements to their own and others' work.

Composing: Pupils will compose a piece of music in each style with voices and instruments. They will combine melodies and rhythms to compose a multi-layered composition in each style

(pentatonic). Pupils will use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. They will suggest and implement improvements to their own work, using musical vocabulary. As pupils move into year 4, they will compose a coherent piece of music in a given style with voices, bodies, and instruments, and begin to improvise musically within a given style. They will develop melodies using rhythmic variation, transposition, inversion, and looping. Pupils will create a piece of music with at least four different layers and a clear structure. They will use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. Pupils will suggest improvements to others' work, using musical vocabulary.

Performing: Pupils will sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. They will sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance. Pupils will be performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. As pupils move into year 4, they will sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. They will sing and play in time with peers with accuracy and awareness of their part in the group performance. Children will play melody parts on tuned instruments with accuracy and control and developing instrumental technique. They will begin playing syncopated rhythms with accuracy, control and fluency.

Pupils will have learnt the foundations of playing tuned percussion, so that they go on to learn the keyboard throughout Years 5 and 6.

Listening: Pupils will recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. They will represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. They will compare, discussing and evaluating music using detailed musical vocabulary. Pupils will develop confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work. As they move into year 6, they will discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Pupils will represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. They will identify the way that features of a song can complement one another to create a coherent overall effect. Pupils will use musical vocabulary correctly when describing and evaluating the features of a piece of music. They will be able to evaluate how the venue, occasion and purpose affects the way a piece of music sounds. Pupils will confidently use detailed musical vocabulary to discuss and evaluate their own and others work.

Composing: Pupils will compose a detailed piece of music from a given stimulus with voices, bodies and instruments. They will be able to improvise coherently within a given style. Pupils will combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. Pupils will select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence, suggesting and demonstrating improvements to own and others' work. As pupils move into year 6, they will improvise coherently and creatively within a given style, incorporating given features. They will compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Pupils will compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. They will develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture, recording their own composition using appropriate forms of notation

	<p>and/or technology and incorporating. They will be able to constructively critique their own and others' work, using musical vocabulary.</p> <p>Performing: Pupils will sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. They will work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Pupils will perform with accuracy and fluency from graphic and simple staff notation. They will be able to play a simple chord progression with accuracy and fluency. As pupils move into year 6, they will sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Pupils will work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. They will perform a solo or take a leadership role within a performance. Pupils will perform with accuracy and fluency from graphic and staff notation and from their own notation. They will perform by following a conductor's cues and directions.</p>
4 – Implementation of key components	<p>We implement our intent using CUSP Music, supplemented with elements from charangra. A guiding principle of CUSP Music is that each study draws upon prior learning. This makes it easier to cognitively process. This helps to accelerate new learning as children integrate prior understanding. Our curriculum follows a spiral model where previous skills and knowledge are returned to and built upon. Children are taught to sing fluently and expressively and play tuned and untuned instruments accurately and with control. We provide our children with opportunities to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the Model music curriculum. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics- and use these expressively in their own improvisations and compositions.</p> <p>Our Music curriculum precisely follows the intended learning and ambition of the National Curriculum, to ensure that pupils require to become confident performers, composers, and listeners. It is our intention that through studying music, pupils will have the opportunity to enjoy, succeed and excel in music and develop a life-long love of music. At Sandringham we believe that Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, to help learn about themselves and develop their skills and knowledge in different context, as well as building up their confidence and resilience at the same time. Through music our curriculum supports children to develop transferable skills such as team-working, leadership, creative thinking, problem solving, decision making and as children's confidence builds, they enjoy the performance aspects of music. It is our intention that through studying Music, pupils become more as they progress through the curriculum, developing musically across 3 pillars that interrelate in musicianship.</p> <ol style="list-style-type: none"> 1. Technical Development - this is pupils being able to translate their intentions successfully into sound. This will often involve instrumental playing or singing, but it may also focus on music technology. 2. Constructive Development – this is knowing how different musical components come together, both analytically and in the creative process. 3. Expressive Development is focused on the more indefinable aspects of music: quality, meaning and creativity. <ul style="list-style-type: none"> • Tacit knowledge refers to the knowledge gained through experience that is often difficult to put into words. • Procedural knowledge is the knowledge exercised in the performance of a task. • Declarative knowledge refers to facts or information stored in the memory.

Music is planned so that it supports pupils in developing these 3 pillars, which in turn support the core areas of study: performing, composing, musical notation, study of seminal musicians and compositions, study of the history of music.

Our Music curriculum has been deliberately built around the principles evidence-led practise. This is to ensure that pupils are equipped to successfully think, work and communicate like a musician. Unapologetically ambitious, our music curriculum focuses on pupils using both their conscious and unconscious minds through different learning experiences. Our intention is unmissable; exceptional teacher instruction inspires pupils to acquire knowledge, as a musician, and enable them to skilfully attempt and apply their understanding through high-quality development as a musician. It is our intention that through studying Music, pupils become more expert as they progress through the curriculum, accumulating, connecting and making sense of the rich tacit, procedural and declarative knowledge.

Learning Sequences

We organise intended learning into modules or units. These group the knowledge, skills and understanding that we want children to remember, do and use. Each module aims to activate and build upon prior learning, including from the early years, to ensure better cognition and retention. An overview of the core content provides information about the skills covered across the term in each year group. This enables teachers to see the progression of skills covered within each aspect of music.

Lesson Structure

Lessons typically are split into six phases:

- **CONNECT** This provides an opportunity to connect the lesson to prior learning from a previous module or lesson. Teachers return children's attention to the previous lesson's knowledge note/the big idea for the learning module, including key vocabulary. Examples of thinking harder routines include Flick Back 5, Recap questions, Quizzing. Retrieval practice allows all pupils to take time to remember things and activate their memories. Quizzing allows questions to be asked and allows pupils to carry out retrieval practice. Cumulative quizzing allows for a few questions to be asked each lesson, which are built upon the previous lesson.
- **EXPLAIN** This is the explicit teaching that needs to take place. Teachers should ensure they are clear what they want children to know and remember. They plan for and explicitly address common misconceptions so they can address these in lessons as they arise. They should be clear about the declarative knowledge and the vocabulary that they want children to understand in the session. This can be developed using key information, facts, and images so that explanations are precise.
- **EXAMPLE** Providing pupils with high-quality examples is essential for learning. Pupils need to see worked examples. My turn, our turn, your turn is a technique that can be used to explicitly teach vocabulary and new concepts. Prepared examples should be carefully planned and need to be evident in teaching.
- **ATTEMPT** Guiding pupil practice allows pupils to rehearse, rephrase and elaborate their learning. Children need the chance to attempt and verbalise their understanding. Children's own attempts are what help them to secure their understanding. Children need to have time to struggle and understand for themselves. This is not necessarily something that is recorded in books. This phase provides opportunities for teachers to check in with pupils to see who may need more challenge/support/scaffolds and if any misconceptions have arisen that need to be addressed.
- **APPLY** This is where pupils would typically begin to record in books. The number of scaffolds may vary, and recording is only done when necessary.

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	<ul style="list-style-type: none"> • CHALLENGE Teachers get the children to interrogate their learning - summarise, explain, compare and contrast. Tools are built into routines to reduce overload and allow for hard thinking. These can be adapted for children based on their individual needs. <p>Appendices: Sandringham Long Term Curriculum overview</p>
5 – Communication activities	<ul style="list-style-type: none"> • Parents and guardians are informed and kept up to date with relevant information in many formats including the school newsletter, emails, letter and direct text messages. • We also share regular updates around music and music events/performances via social media channels such as Facebook and Twitter. • Parents are also invited into school for events such as learning showcases and performances etc. • Parents of G and T students are sent an annual letter and given a leaflet to inform them of the school support but also how home can support it. • Music at Sandringham is on the website for all parents to access: This sets out the intent, implementation and the music overview can also be found here. <p>Appendices: Parents Information Booklet Curriculum Overview</p>
6 – Evaluation process for the success of the Music Development Plan	<ul style="list-style-type: none"> • We use summative assessment is 'to provide an accurate shared meaning without becoming the model for every classroom activity' (Christodoulou, 2017). If our curriculum is effective, it will lead to improvements in summative assessments over time. Teacher assessment judgements are against an agreed assessment model (the curriculum). We make summative judgements annually. Teachers record summative judgements on OTrack. • Pupil book study is used as a method to quality assure our curriculum by talking to the children and looking in pupils' books. We do this after content has been taught to see the extent to which pupils are knowing more, remembering more and able to do more. In preparation, we review the planned content, knowledge, and vocabulary, so that conversations with pupils are meaningful and focused on what has been taught. When looking at books, we look at the content and knowledge, teaching sequence and vocabulary. We also consider pupils' participation and consider the explanations and models used, the tasks the pupils are asked to do, the ability to answer carefully selected questions and retrieve information and the impact of written feedback. We ask careful questions that probe their knowledge, understanding and skills. • The Subject Leader undertakes a range of activities to understand what the curriculum looks like across the school and how well pupils know more, remember more, and can do more as a result. In addition to the above tools, they use learning walks, planning reviews and book looks. They use their findings to support teachers to improve how they implement subjects and to make recommendations about the suitability of the intent for their subject. The Subject Leader formally reports on impact of the curriculum termly to the Curriculum Leader, Principal and Governors. <p>The expected impact of following our music curriculum is that children will:</p> <ul style="list-style-type: none"> • Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school • Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.

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	<ul style="list-style-type: none"> Understand the ways in which music can be written down to support performing and composing activities. Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences. Meet the end of key stage expectations outlined in the national curriculum for music. <ul style="list-style-type: none"> Supplemented by the music service termly assessments and reports/ feedback. Student Music exams and annual policy reviews solidify the results, alongside talks with students, parents and school staff.
7 – Transition work with local secondary schools	<ul style="list-style-type: none"> Email secondary school at the end of the year, once secondary places have been confirmed, for a conversation about transition arrangements for the next academic year; have a summary document of all children currently having instrumental lessons, singing in choir, or attending ensembles ready for this meeting. Plan in opportunities for the local secondary school to offer music performances/workshops for pupils at Sandringham.
8 – Budget materials and staffing	<ul style="list-style-type: none"> We have an instrumental teaching budget for the peripatetic lessons, which is supplemented by parents paying £100 per year for instrumental tuition. We have a music curriculum budget to support the teaching of curriculum music. The school budget is the main source of income, other sources include: trust donations, productions and ticket sales, the music hub, voluntary workers. Registration to annual Young Voices Concert, and other music events, which are also supplemented with a small charge to parents, for pupils to attend these events. Children fundraise at Christmas by singing in the local community. Music lead offered time out of class to focus on music in school. Doncaster music hub offers, live music performances in and out of school throughout the year. We are offered an online teaching platform, free of charge, through Doncaster music hub and we will continue using Charanga.
9 – Pupil Premium and SEND provision	<ul style="list-style-type: none"> All children access music at their current year group regardless of ability and SEND need if applicable. All Children are invited to attend choir and after school clubs too. We regularly update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision. SEND – with school's SENCo, we review the access arrangements for SEN children within curriculum music lessons and beyond; review music curriculum with SENCo to consider special adjustments for children with additional needs.
10 – Summary Action Plan	<p>Appendices:</p> <ul style="list-style-type: none"> <i>Self-Evaluation and action plan.</i> <i>Music curriculum subject specific action plan.</i> <p><i>Immediate actions:</i></p> <ul style="list-style-type: none"> Staff CPD: Research CPD and book for next term.

	<ul style="list-style-type: none"> Instrumental: Make links with salvation army to set up orchestra, and offer additional music lessons. Re-establish links with Rock Steady. Transition: Contact secondary school and organise some live music, and workshops for current Y5 pupils.
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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](#)

10 – Summary Action Plan

Focus Area	Key Actions	Timescale	Lead	Intended Impact
Assessment & Progress Tracking	<ul style="list-style-type: none"> - Embed whole-school Charanga video uploads weekly - Roll out simple assessment framework (checklists/audio reflections) - Support teachers to confidently assess WTS/EXS/GDS 	Autumn 1 pilot Spring full rollout	LS	Consistent assessment enables better monitoring of progress and identification of gaps
Inclusion & SEND	<ul style="list-style-type: none"> - Expand adapted instrument provision (bells, boomwhackers, glocks) - Train staff in inclusive practices - Apply for additional funding where needed 	Ongoing	LS / SENCo	All pupils (including SEND) fully access instrumental and vocal music
Non-Specialist CPD	<ul style="list-style-type: none"> - Provide staff CPD on modelling, rhythm, 	Autumn and Spring CPD Ongoing support	LS	Increased staff confidence and quality of music delivery

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	Charanga use - Use example videos and drop-ins - Regular check-ins with HTAs and ECTs			
Community & Performance	- Maintain full annual performance programme - Launch informal performance opportunities (e.g., lunchtime recitals) - Strengthen community links with elderly centres, churches, local venues	Autumn – Summer	LS	Pupils develop musical confidence and a sense of pride performing for wider audiences
Trust-wide & Transition Work	- Lead CPD and music resource sharing across Trust - Develop shared assessment model - Arrange transition workshops with Hall Cross and other secondary schools	Autumn 2: Trust pilot Spring: Transition visits	LS	Consistent high-quality provision across Trust and smoother musical transition to secondary
EYFS Provision	- Complete indoor music area - Finalise music resources for indoor provision - Align EYFS scheme with early phonics and SEND needs	Autumn	LS / MB	Stronger musical foundations at EYFS feeding into KS1 readiness
Monitoring & Impact	- Continue book studies with video review - Review teacher practice using lesson footage	Termly	LS / Curriculum Lead	Improved teacher practice and clearer evidence of curriculum impact

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

	- Report termly to SLT and governors			
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