# Music development plan summary: St Mary’s Church of England Junior School

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| All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.  This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education/):   * 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   The summary should reflect your school’s music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.  Before publishing your completed summary, delete the advice in this template along with this text box. |

## Overview

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| Detail | Information |
| Academic year that this summary covers | 2024 – 2025 |
| Date this summary was published | September 2024 |
| Date this summary will be reviewed | September 2025 |
| Name of the school music lead | Briony Harris |
| Name of school leadership team member with responsibility for music (if different) | Laura Richardson |
| Name of local music hub | Norfolk & Suffolk Music Hub |
| Name of other music education organisation(s) (if partnership in place) |  |

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils’ music education.

## Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

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| Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online) and for [academies and free schools](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online).  If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.  Also consider including:   * whether your school music curriculum is informed by the [model music curriculum](https://www.gov.uk/government/publications/teaching-music-in-schools) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance. * a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups. * information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this here.   **Charanga Music Scheme:**   * We use the Charanga Music Scheme across all year groups to ensure that pupils   have consistent and progressive exposure to the key elements of music—pitch,  rhythm, dynamics, tempo, structure, and texture. The curriculum allows pupils to  develop their skills through singing, playing instruments, composing, and  listening.  **Weekly Music Lessons:**   * Music lessons are taught weekly, lasting 30 minutes each, and are designed to   be interactive and practical, with a blend of singing, instrumental work, and  creative composition. These lessons ensure that pupils in each year group are  exposed to a variety of musical experiences.  We use Charanga to follow the model music curriculum. Our curriculum ensures that pupils  learn to play an instrument each year. This is either through the core curriculum or as part of  our co-curricular music program, ensuring that every pupil has the opportunity to develop  their instrumental skills and experience a broad range of musical opportunities.   * **Singing:**   Singing is embedded throughout the curriculum, and pupils participate in a  range of vocal activities that help develop their pitch, rhythm, and vocal  confidence. A variety of songs and singing activities are integrated into weekly  lessons, with additional practice in singing assembly. |

## Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

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| Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.  Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.  Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.  Also consider including:   * what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility). * how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility). * information on where pupils can rehearse or practice individually or in groups.   Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.  **Alternative titles** for Part B could be ‘Extra-curricular music’ or ‘Music tuition, choirs and ensembles’.   * **Rocksteady –** Rocksteady provides instrumental lessons for keyboard, guitar and electric drum kit. Pupil premium children are fully subsided. They children perform in their bands three times a year to the whole school and parents. In the summer term we have an outdoor concert with families having a picnic. * **Musical Theatre Club** – This is run by the ARTs company once a week as an after-school club. It is fully funded for all pupil premium children and offered at £4 a week to the rest the school. |

## Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

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| Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.  For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.  Also consider including:   * charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).   Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.  **Alternative titles** for Part C could be ‘Musical events’ or ‘Musical Performances’.  **Whole School Singing Assembly**  Weekly whole school singing assembly (20 minutes) attended by all children provides  them with the opportunity to sing a variety of songs, including worship songs. As  children enter/ exit these and Special Mention assemblies, music from a variety of  genres, eras and artists will be played in order to broaden children’s listening  experiences. Some of this music has been chosen to reflect the time of year such as  Remembrance, Anti -bullying week or Christmas; others because they are great to  listen to or join in with.  **Church Services**  Termly church services to mark special occasions in the Christian calendar (Harvest,  Christmas and Easter) include several whole school songs which are rehearsed  beforehand. Class groups and the choir also perform songs they have learnt. The  Leavers Service includes music and songs chosen by year 6 as a reflection of their  musical journey through school.  **Musical Performances**  Year 3 and 4 put on a nativity play every Christmas which includes songs learnt by heart. Year 5 and 6 deliver a Carols around the tree to parents each Christmas which includes songs learnt by heart and in other languages. Year 6 put on a yearly summer production, again with songs learnt by heart. All plays are watched by the school and families.  All children experience live music through a yearly pantomime (or other). Children in UKS2 visit a London theatre performance such as a performance of the Lion King and Matilda. A music company has been chosen specifically for the quality of songs and the way all children are taught songs as part of the performance.  Choir runs each half term and children before at Harker House and Mayfield to before at Christmas and Easter.  Rocksteady teach a selected group of children (some of whom are subsided for PP) and they perform to the whole school and parents three times a year  A child in year 4 plays the piano and a child in year 6 plays the harp in performances throughout the year. |

## In the future

This is about what the school is planning for subsequent years.

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| Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.   * Young voices performances in London next Spring 2026 * School to invest in additional instruments to enables pupils to experience a breadth of instruments. |