

SCHOOL MUSIC DEVELOPMENT PLAN

School Name:	St Hilary School	Date plan initiated:	September 2024	Completed by:	Linda Rowe
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Identify and celebrate the strengths and achievements of music in your school / setting

Curriculum music in the classroom	<ul style="list-style-type: none"> • Charanga has been used to learn songs. • Staff have been using the school instruments to provide creative lessons for pupils. • First access lessons for year groups – culminating in a performance to parents, opportunity to learn an instrument that they might not have previously.
Music in the wider school offer	<ul style="list-style-type: none"> • A range of lessons are offered within the school: brass, flute, recorder, clarinet, cello, violin, viola, keyboard, guitar • Children have the opportunity to join the school choirs, which provides opportunities to perform and engage in the wider community • Two school choirs to make it accessible for all ages – Key Stage 1 and Reception choir and Key Stage 2 choir. • Harvest and Christmas performances, taking part both in school and at St Hilary church – singing and performing opportunities, opportunities to play • School Drama Performance – enabling many pupils to take part, all of whom were at the very least included in the ensemble • Opportunities to visit and perform at the Minack Theatre – each year a class learns songs to perform at the famous outdoor theatre. • EYFS Minack workshop – allowing the youngest children in the school to experience music in a wider context. • Trips to watch Musical Theatre (Year 5 London trip to West End)
Partnerships and events	<ul style="list-style-type: none"> • Collaborations with Mounts Bay Academy (MBA) and Humphry Davy School. • Songfest – working with ASONE, learning songs and performing as an ensemble with children from other schools in the local area • Special assembly for the Humphry Davy Music Scholars performance. • Annual performance at the Minack Theatre, including singing lessons with Christine Judge (Cornwall Music), working with Cornwall Music, Minack Theatre and other schools in the local area.
Resources /space / staffing and professional development	<ul style="list-style-type: none"> • Instruments available to support learning. • Music room and use of Funzone room for music lessons to take place.

Anything else you want to highlight / celebrate?	<ul style="list-style-type: none"> • The number of pupils taking up Music lessons has increased throughout the year. • The variety of music lessons available has increased.
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Short term areas for development

Objective: <i>What are you specifically aiming to develop?</i>	Action Points: <i>Identify how this will happen - what steps need to be taken? (It might be multiple steps)</i>	People: <i>Who will work on this?</i>	Timescale: <i>How long will it take for each step?</i>	Resources: <i>What is needed to work on this development area?</i>	Success Criteria: <i>What will 'success' and the impact look like for the pupils/school/community?</i>	Monitoring: <i>Who will monitor it?</i>	Review: Enter a date when the target is reviewed and indicate progress/next steps
Improve staff confidence delivering class-based Music lessons.	Explore whole school music planning schemes to increase staff confidence.	Music lead	30 mins -1 hour	Budget to purchase a new scheme.	Staff confidence in teaching music improves – staff survey	Music lead	Spring 2025 (ensure one full term of teaching music)
Ensure First Access lessons are arranged for the next school year (only Year 3 eligible for 2024 - 2025 academic year)	<ul style="list-style-type: none"> • Music lead to correspond with providers from Cornwall Music • Correspond with teachers to ensure First Access lessons features within the plan for the new academic year • Apply for First Access funding on ASONE hub 	Music lead	Steps completed by September 2024.		First Access Music lessons booked and in the calendar for the next academic year	Music lead	September 2024

Medium term targets – one to three terms

Objective: <i>What are you specifically aiming to develop?</i>	Action Points: <i>Identify how this will happen - what steps need to be taken? (It might be multiple steps)</i>	People: <i>Who will work on this?</i>	Timescale: <i>How long will it take for each step?</i>	Resources: <i>What is needed to work on this development area?</i>	Success Criteria: <i>What will 'success' and the impact look like for the pupils/school/community?</i>	Monitoring: <i>Who will monitor it?</i>	Review: Enter a date when the target is reviewed and indicate progress/next steps
Instigate a EYFS progression document for Music	<ul style="list-style-type: none"> • Music Lead meeting with EYFS lead to discuss <i>Expressive arts and design</i> incorporated within the EYFS framework (Autumn Term) • Music Lead to investigate a progression document from new scheme to support EYFS lead/teachers. 	Music lead and EYFS lead	Target to meet with EYFS lead in Autumn term with view to implement in Spring	EYFS framework	Clear progression document to sit alongside other Year groups, despite difference framework/curriculum Support other teachers coming to the school to show clear understanding of how music features within EYFS curriculum	Music lead	Review end of Autumn term 2024
Introduce music/singing assemblies – considering focus on a particular theme to complement school (i.e Neurodiversity week, harvest etc.)	<ul style="list-style-type: none"> • Music and singing to become a regular part of assemblies. • Regular correspondence with PSHE lead re. focus weeks coming up. 	Music lead	Singing to become a regular part of assemblies.	School hall, laptop and projector	Pupils will be experiencing music in assemblies regularly, being exposed to a range of different styles of music and having more opportunities to sing.	Music lead	Review termly to reflect on assemblies that have taken place.
Taking part in Songfest	<ul style="list-style-type: none"> • Music lead will receive the ASONE timetable of events to enable planning for the year 	Music lead	Timetable available in September	ASONE website and emails	School will perform to a large audience.	Music lead	October half term to ensure the school is

	<ul style="list-style-type: none"> • Music lead will ensure events attended. 		to enable planning				registered for the event.
Increase use of iPads to support music curriculum	<ul style="list-style-type: none"> • All pupils set up on YUMU and have access to log in details at school and at home • Music lead to explore different Apps (discussing with other music leads in the trust) that will support the delivery of the music curriculum • Installation of new app (if appropriate/within budget) 	Music lead (EW) and Computing lead (ND)	<p>All pupils set up by December 2024.</p> <p>Email to schools/music research circle to discuss music technology and successful apps during Autumn term</p> <p>Computing lead to advise on budget if appropriate</p>	iPads	<p>Evidence of self-directed learning on YUMU platform (use at home)</p> <p>Use of iPads evident in floor books/seesaw as part of learning journey for each year group</p>	Music lead	Review end of Spring term

Longer term targets – one to five years

Objective: <i>What are you specifically aiming to develop?</i>	Action Points: <i>Identify how this will happen -what steps need to be taken? (It might be multiple steps)</i>	People: <i>Who will work on this?</i>	Timescale: <i>How long will it take for each step?</i>	Resources: <i>What is needed to work on this development area?</i>	Success Criteria: <i>What will 'success' and the impact look like for the pupils/school/community?</i>	Monitoring: <i>Who will monitor it?</i>	Review: Enter a date when the target is reviewed and indicate progress/next steps
Consistent use of chosen planning guidance to support progression documents	<ul style="list-style-type: none"> Teachers will have an increased confidence in teaching music using the chosen scheme (following staff meeting and additional CPD if required) Teachers will be familiar with the Music progression document for their year group MTP will be used to note what part of the music scheme will be used to support progression documents Progression documents will be highlighted in full by the end of each academic year, showing full coverage. 	Music lead, together with class teachers.	Throughout 2024/2025 year – each term review of MTP by Music lead End of the academic year		By the end of each academic year, each year group's progression document should be highlighted in full to show that pupils are experiencing the whole music curriculum.	Music lead	Review at the end of the academic year 2025 to assess what parts of progression documents are more difficult to cover
Access to funding to increase number of instruments in school	<ul style="list-style-type: none"> Audit the current musical instruments located within the school Explore funding possibilities for school musical instruments and complete any required paperwork Funding to be sought, in line with National Plan for music recommendations 	Music lead and Business Manager	Audit to be completed during 2024/25 year		Pupils will have more access to instruments during their music lessons.	Music lead	Review at the end of the academic year (2024/25)

Annual projects with MBA	<ul style="list-style-type: none"> • Music lead to correspond with MBA to discuss possibilities for collaboration and potential for making song writing workshops or something similar an annual event 	Music lead with MBA staff	Review at the academic year to assess continual opportunities to collaborate	Dependant on collaboration	<p>Pupils will be gaining additional experiences, supported by MBA music department that has additional resources.</p> <p>Pupils will be exposed to different areas of music production.</p>	Music lead	Review at the end of the academic year (2024/25) and annually thereafter
Increased performance opportunities for pupils – singing or musical instruments, potentially a school band	<ul style="list-style-type: none"> • Music lead to review impact of assemblies • Music lead to complete overview of the musical performances each year • Correspond with music teachers to offer chances for performance (including choir) • Consider range of instruments and whether ensembles could be formed 	Music lead with other music teachers	Review at the end of each academic year to consider potential for the year ahead		<p>Pupils will be able to develop performance skills and gain confidence in this regard</p> <p>Pupils will be able to see and experience live music more regularly</p>	Music lead	Review at the end of the academic year (2024/25) and annually thereafter