

School Music Development Plan 2025 2026
Spring Evaluation 

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| Name of person leading this process | Leah Ingle |
| Position | Music Lead and Class Teacher |
| Date Commenced | 8th May 2024 |
| Date Completed | Sep 2024 |
| Name of Music Lead | Leah Ingle/Lewis O |
| Number of specialist music teachers employed by the school actively involved in delivering music education | 0 (Peripatetic teachers from DPA and Jay Taylor – musician) |

School Music Development Plans

Every school should be able to articulate their plan for delivering high-quality music education and supporting pupils to progress, just as they would in any other curriculum subject. This should be connected to the school's wider offer and development, as supported by their School Improvement Plans and, where relevant, trust Improvement Plans.

We would like to see every school drawing out their subject-specific approach in a Music Development Plan that links back to their broader school development approach and priorities. 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, and against the key features set out above:

- timetable curriculum music of at least one hour each week of the school year for key stages 1 to 3
- provide access to lessons across a range of instruments and voice
- develop a school choir and/or vocal ensemble
- develop a school ensemble/band/group
- provide space for rehearsals and individual practice
- develop a termly school performance
- provide opportunity to enjoy live performance at least once a year [The Power to change lives, A National Plan for Music Education](#)

Overview of Music Curriculum Delivery

Early Years / Reception Provision:

Child-led activities following the EYFS goals and the interrelated dimensions of music in the Autumn and Spring terms. Following onto Charanga for the Summer term.

Spring Term – additional 30 minutes a week led by DPA Early Music Specialist.

Key Stage 1 Provision:

| | Weekly (No of mins) | Fortnightly (No of mins) | Carousel Length/ frequency | None |
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| Year 1 | Lesson - 35 Assembly - 15 | | | |
| Year 2 | Lesson – 45 Assembly - 15 | | | |

Key Stage 2 Provision:

| | Weekly (No of mins) | Fortnightly (No of mins) | Carousel Length/ frequency | None |
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| Year 3 | Lesson - 30 Assembly - 20 | | | |
| Year 4 | Lesson – 45 Assembly - 20 | | | |
| Year 5 | Lesson – 40 Assembly - 20 | | | |
| Year 6 | Lesson - 45 (May change to focus days due to SATs) Assembly - 20 | | | |

Overview of Regular Weekly Music Co-Curricular Delivery

| | How many options/define | Delivered by? | Numbers taking part? | Do those involved reflect the diversity of your school intake? | How do you promote, what steps to you take to ensure inclusivity? |
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| Instrumental vocal lessons | | | | | |
| Choirs | 1 | DPA | 26 | | Parent Mails are sent out Choir performances in sign up your talent assemblies |
| Instrumental Groups/Bands/ensembles | Some instruments below can and are taught in small groups | | | | |
| Other Opportunities | String Brass Keyboard Drums Guitar Ukulele | DPA Carol Wheway Nadia Accili Steven Henton Kelly Ashman Jay Taylor | 2 violin 18 keyboard 1 trombone D – 24 G – 40 U - 5 | | Sign up your talent assemblies – Summer Term Next year – peripatetic lessons concert |

Concerts, one off projects, trips etc

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| <p>How often do you host concerts for your students to perform in school? How many children take part? Does participation data reflect your school population?</p> | <p>Sign up your talent assemblies – at the end of every half term Performances at the end of lessons/ units in class music lessons Lutley’s got talent concert 2025 Opportunity to perform per year group in assmebly 203-2025 EYFS/Y1 - Nativity Y2 – Mother's Day assembly/ Christmas concert Y3 – Christmas concert Y4 – Create day (Y1/2 as well) Y5/6 - Young Voices</p> <p>Action plan – to hold a concert for those taking peripatetic lessons Summer term</p> <ul style="list-style-type: none"> - Y3 whole class violin performance - Lutley Got Talent Winners performance to parents. Y6 Production of Alice in Wonderland July 26 |
| <p>How often do you take children to perform out of school/take part in Hub events etc? What do you do to ensure that ALL children can take part?</p> | <ul style="list-style-type: none"> • In sound choir concert Dudley Town Hall December – Choir DPA • DPA Mayors concert – Y1 Choir at strourbruidge town hall December • Music Festival Young Voices – Y5 • Year 5 HTLC Christmas carol service in Halesowen • Christmas concert at a church Y2/3 2025 • This performance was offered to all children in school time so that all children could attend. |
| <p>How often do children perform in assemblies/during the school day?</p> | <p>Once/twice a week in music lessons and singing assemblies Some children perform during half termly sign up your talent assemblies Weekly karaoke lunchtime singing club Links to music through songs in the curriculum USING ChARANGA</p> |
| <p>Do your children get to work with visiting professionals (e.g. Djembe drumming workshops) or other enhancement activities not defined elsewhere?</p> | <p>DPA music sessions in Early Years Supporting the Endangered / minority instrument scheme.</p> |

Do you organise trips for children to experience professional music making?

**Young Voices Y5
Plan for Rock steady in 26-27**

Defining your music offer and reviewing provision

| | Notes | Priority for development 1. not yet in place/undefined 2. limited 3. developing 4. well established |
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| What is your schools 'Music offer'? | It is our intent that children will experience a range of musical cultures and genres. They will receive basic musical instruction, compose and perform their own music, in addition to the opportunity to learn an instrument. | 4 |
| Where does music fit in your school structure | <p>Year 1- 5 participate in a hour of music a week through lessons and singing assemblies.</p> <p>Year 6 will have music focus days to catch up on units after SATs. Including a production of Alice in Wonderland for their Leavers performance.</p> <p>EYFS follow child-led musical activities during the Autumn and Spring term and then follow Charanga in Summer. DPA sessions 30 mins per week in Spring / Summer term.</p> <p>Throughout the children's time at Lutley Primary School, they will have opportunities to learn to play a range of instruments and perform using these.</p> <p>Whole class learning – glockenspiels, ocarinas, violins</p> <p>Weekly singing assembly including learning a 'Lutley Song'</p> | 4 |
| Inclusion | <p>Differentiating Lessons by:</p> <ul style="list-style-type: none"> • Using a range of differentiated resources. • Providing differentiated tasks where appropriate. • Differentiating questions. • Using a range of groupings within the class to teach children and support them. • The amount of adult support that is given and adapting this as necessary. <p>I know it is inclusive by monitoring assessment videos, asking class teachers what resources they need and conducting pupil voice. All pupils are involved in music activities.</p> <p>Next step – buying coloured circle stickers to add to some glockenspiels to support SEN children.</p> | 3 |
| Quality Teaching | | 3 |

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| | <ul style="list-style-type: none"> • Leading staff meetings/ staff CPD. • A self-review by staff of how confident they were in teaching each subject and training requirements that they needed to be more effective. • Work alongside other subject leaders for consistency across subjects. • Report back to the SLT on findings and to contribute to the School Improvement Plan and report to Governors (when necessary). • Monitor the equality of provision for all to ensure there is consistency across year groups, phases and whole school • Pupil Voice • Interrelated dimension of music per half term for staff CPD | <p>Whole class teaching of instruments has been monitored and is of quality with all pupils able to play a tune on their instrument. Performances and recordings on website to evidence this. Summer term monitoring of music lessons following Charanga</p> |
| Central Policy | <ul style="list-style-type: none"> • Each child participates in an hour of music a week through music lessons and singing assemblies. • Every year group has been given the chance to take part in a performance. • A spiral curriculum is followed through Charanga to reflect and embed the national curriculum. • Children have the opportunity to sing in groups and play instruments – percussion, glockenspiels and ocarinas. • Sign up your talent assemblies to promote live performances as a performer and an audience member. <p>Next step</p> <ul style="list-style-type: none"> • a concert to allow those taking peripatetic lessons to perform. • More opportunities to watch live performances. | <p>4</p> <p>Summer term for next steps</p> |
| Progression | <p>We follow Charangas progression document. We follow a spiral curriculum which allows mastery of music through a repetitive, engaging approach.</p> <p>Next step – looking into making a more detailed progression document per year group to support staff.</p> | <p>3</p> <p>Task for 26/27 and recruitment of new music lead.</p> |
| Timetabling | <p>Year 1- 5 participate in an hour of music a week through lessons and singing assemblies.</p> <p>Year 6 will have music focus days to catch up on units after SATs.</p> <p>EYFS follow child-led musical activities during the Autumn and Spring term and then follow Charanga in Summer.</p> | <p>4</p> |
| Whole Class Instrumental Tuition | <p>All children learn to play our school instrument (glockenspiel) alongside percussion instruments and ocarinas.</p> <p>Next step –</p> <ul style="list-style-type: none"> - Years 5/6 to progress onto using keyboards. Eventually – progressing onto using YUMU. - Rock Steady provision to be explored for 26-27 | <p>3</p> |

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| Elective Study | Children can learn instruments through DPA lessons and lessons with Jay Taylor. Children can continue to sing as part of a group through choir with DPA. Pupil Premium children have the chance to learn a musical instrument which is funded by the school. | 4 |
| Choirs and performance groups | HVT arts event every two years. Young Voices every two years. We aim for each year group to have a performance opportunity. Sign up your talent assemblies | 3 |
| Add anything else that has not been covered but you think is a key feature of music in your school | | |

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| Short term priorities: | |
| 1 | Lead staff meetings to develop teacher's confidence and knowledge within music |
| 2 | Giving all children an opportunity to perform |
| 3 | Giving children an opportunity to see live performances |

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| Medium/long term priorities | |
| 1 | Looking at the progression of instruments being played in school |
| 2 | Investigating the use of IT using YUMU in lessons |
| 3 | Exploring a more detailed progression document to support staff and leadership |