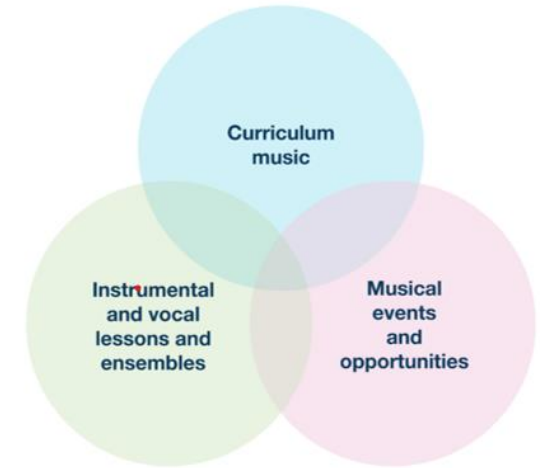




Aspire Discover Flourish

"With God, all things are possible"  
Matthew 19:26



# Music Development Plan 2024-2025

Detail	Information
Academic year that this summary covers	2024 – 2025
Date this summary was published	30 <sup>th</sup> June 2024
Date this summary will be reviewed	30 <sup>th</sup> June 2025
Name of the school music lead	Miss Megan Porter
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Edsential Musical Routes
Name of other music education organisation(s) (if partnership in place)	Charanga <a href="https://www.charanga.com">A world-leading music teaching and learning platform. (charanga.com)</a> iSingPop <a href="https://www.isingpop.com">iSingPOP   Resourcing Schools and Churches to Explore Worship</a>

## Focus Area 1: Curriculum

	Not yet in place	Emerging	Established	Embedded
Curriculum	<p>Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching.</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with additional needs are able to participate and engage with music-making.</p> <p>There is adequate teaching space and resources available.</p>	<p>The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments).</p> <p>Space and resources allow breadth of curriculum for all students, including music technology.</p>	<p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).</p>
	Our Curriculum best fit is: <b>Emerging</b>			
Further Evaluation Detail	<p>Music is a timetabled subject in both classes though this needs to be extended to ensure we are comfortably covering the required 60+ minutes of music. We are currently using Charranga as our Music Curriculum and have developed our own scheme using their scheme builders. This is designed to ensure that pupils can access the programme of study regardless of what academic year they join a class. We need to review the progression of skills creating a clear document highlighting musical journeys of each year group. Music Lead to also ensure suitability of current scheme and if it is the best fit for our school. All students are able to access the current music curriculum. Pupils with additional needs are supported within music lessons ensuring they are able to participate and engage with music making. Students have shown development during this academic year – especially in KS2, Friends of Crowton kindly purchased Ukuleles and Glockenspiels for use in music lessons, Music Lead to look at how these resources can be used effectively in EYFS/KS1. Space is adequate for music lessons in classrooms and teachers are able to use their discretion and use the hall if a larger space is required. Due to the nature of the hall it can become overwhelming in there due to the acoustics.</p>			

## Action Plan: Curriculum

Area	Set your school some actions here		Review date	Status
Curriculum	1	Ensure pupils have access to at least one hour a week of curriculum music lessons. Check class timetables and consider splitting into two half hour blocks to enable flexibility.	Dec 2024	In progress
	2	Check progression of skills for mixed age classes (EYFS/KS1 and KS2) ensure skills are sequenced progressively regardless of the Unit of work i.e. what does progression look like for a Y3 and Y6 during the same unit.	Dec 2024	In progress
	3	Ensure resources for music are presented neatly and are accessible and inviting for both pupils and teachers/leaders to encourage music. Ensure resources and spaces are available for lessons, check timetabling.	Dec 2024	Yes
	4	Research music curriculums offered at schools of similar class sizes and year group mixes, check scheme offer	Sept 2024	In progress
	5	How do we assess music at Crowton, using assessment policy adapt so appropriate for assessing music?	Dec 2024	No

### Curriculum Question Prompt:

Is the music curriculum planned for in all year groups across Key Stages as guided by the National Curriculum?

Is the music curriculum planned for in all year groups and skills sequenced progressively across Key Stages as guided by the National Curriculum?

Is the curriculum planned with consideration for transition, taking into account the expectations of the KS3 curriculum?

Are there opportunities for singing? Including an understanding of how to develop singing healthily and musically?

Is teacher assessment musical? Do you know how to use assessment to drive 'getting better at' music?

Does the music department have a bespoke assessment policy that assesses musically and appropriately and that is in alignment with school assessment strategy?

Are curriculum music lessons for each year group timetabled for 60+ minutes in line with aspirations of the National Plan?

Do all curriculum music lessons take place in a suitable space or specialised music environment?

## Focus Area 2: Instrumental and Vocal Lessons and Ensembles

	Not yet in place	Emerging	Established	Embedded
Instrumental and Vocal Lessons and Ensembles	<p>Singing takes place infrequently in school.</p> <p>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited or inconsistent.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p>	<p>Singing and vocal work is embedded into the life of the school and into every child’s experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</p> <p>Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully</p> <p>Students are able to take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, largescale events.</p>
	Our Instrumental and Vocal Lessons and Ensembles best fit is: <b>Emerging /Established</b>			
Further Evaluation Detail	<p>Singing and vocal work is embedded into everyday life at Crowton, pupils are actively encouraged to join in singing within collective worship. Pupils enjoy a weekly worship in song where pupils are able to sing and learn a range of musical pieces from hymns to gospel and hill song. Pupils are able to have individual instrument lessons on a one-one basis provided and organised by Music for Life, we currently have 10% of pupils taking part with this offer on instruments such as guitar and piano. Musical performances are a key element in our school calendar, pupils from Y2 – Y6 are able to join with other local primary schools and the local high school at their music festival where we see a range of instruments and vocal groups. We have also had opportunities to perform publicly at school events like sports day/summer fair and at the Cheshire show in 2023 through Edsential. All staff at Crowton are able to support singing, Music Lead has a BA Hons in Vocal and Choral studies from the University of Winchester which is used to help support the pupils. A choir extra-curricular club has been established in Summer 2024, led by the Music Lead.</p>			

## Action Plan: Instrumental and Vocal Lessons and Ensembles

Area	Set your school some actions here		Review date	Progress
Instrumental and Vocal Lessons and Ensembles	1	Promote and encourage uptake of instrument tuition at Crowton, discuss with HT how we can use Pupil Premium funding to support those who are unable to access this tuition due to funding.	Sept 2024	In progress
	2	Choir extra-curricular club to have at least 15 regular members, and look to work towards performances within the Harvest and Christmas services at Crowton Christ Church.	Dec 2024	In progress
	3	Create calendar of events for the 2024 – 2025 academic year with performance dates and music celebrations.	Aug 2024	In progress
	4	Prepare pupils to take part in Young Voices 2025	2025	In progress

### Instrumental/Vocal Lessons and Ensemble Prompt:

Does the school provide 1-1 and small group tuition on a variety of different instruments?

Do you know what % of the school population engage in instrumental tuition?

Do you know the average % for other schools in the ward and or city?

Are there opportunities for your pupils to perform in both formal and informal settings on an annual basis?

What are the barriers to running, rehearsing and curating ensembles in your school? How can they be overcome?

Are ensembles led by a competent musician?

Is there an annual/ termly concert event?

Is there an opportunity for the school ensembles to perform to parents or peers?

Do the ensembles in school enable children to perform a wide range of styles and genres?

### Focus Area 3: Musical Events and Opportunities

	Not yet in place	Emerging	Established	Embedded
Musical Events and Opportunities	<p>Engagement with the hub is limited.</p> <p>Small-scale performance takes place in the community, building on existing school links.</p> <p>Some parents and carers support music-making in the school by attending events.</p>	<p>The school takes up opportunities from the Music Hub and signposts opportunities for students.</p> <p>Community links are established with the music team; regular events take place throughout the school year.</p> <p>Parents and carers actively support music making, through support at events and through home learning.</p>	<p>The school makes the most of a wide range of opportunities from the hub, working with and supporting the Music Hub.</p> <p>Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education).</p> <p>The views of pupils, parents and carers have been considered when developing music provision.</p> <p>The school has links to the wider music ecosystem and actively encourages students to join Music Service Ensembles. Students benefit from interactions with those working in the profession.</p>	<p>The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting.</p> <p>There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.</p> <p>Parents/carers and the wider community are actively involved in school music making</p> <p>The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully</p>
	Our Musical Events and Opportunities best fit is: <b>Emerging/Established</b>			
Further Evaluation Detail	<p>We have recently built relationships with our local music hub and are looking at how we can encourage pupils to opportunities in the Autumn Term 2024.</p> <p>We have strong community links in our village due to our local church, we enjoy singing at our local church during worships, Christmas carols and often taken part in the Christmas Tree light switch on in the village with the community where we share some well-known carols.</p> <p>Our parents actively encourage music at our school and are keen to celebrate our children’s achievements when performing at the local high school or even the Cheshire Show.</p>			

## Action Plan: Musical Events and Opportunities

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	Create calendar of events for the 2024 – 2025 academic year with performance dates and music celebrations.	August 2024	In progress
	2	Review involvement in community activities and see if there is scope for a wider range of instruments to highlight at events rather than focusing solely on voice.	June 2024	No

### Musical Events and Opportunities Prompt:

Is there a designated member of school staff (head of department/lead music teacher) who holds suitable qualifications/ experience for leading music in school?

In collaboration with the designated music leader, do senior leaders drive the development of music across the school and advocate for the importance of music in school life.

Is there a named governor who takes responsibility for monitoring music (arts)?

Is Pupil voice is taken into consideration when planning the school music curriculum, events and opportunities?

Does the school embrace music that is relevant to the pupils, nurturing and embracing their musical interests?

Is Music an everyday or occasional part of school life?

## Budget, CPD and Partnerships

Area	Detail
What <b>Budget and/or Resources</b> do you need to achieve your action plan?	Budget requirements at the moment are minimal, we have recently had investment from the Friends of Crowton School to fund new musical resources. Our major barrier to our performances outside of school is the cost of coach hire, which we unfortunately have to ask parents to contribute towards. We have use of a portable speaker to play backing tracks from a mobile phone, we are looking at investing in a YouTube subscription so we can play the songs when not on Wi-Fi. Resources for KS2 music are good. KS1/EYFS resources need auditing and checking suitability for small hands. Students currently have to share instruments one between two as a minimum.
What <b>CPD</b> might be required to achieve your action plan?	Awaiting input from Music Hub for local opportunities, especially for non-music
What <b>Partnerships</b> will you put in place to achieve your action plan?	Form close partnership with the Music Hub, continue to work with Parent who is a MfL tutor and who has helped us to tune and loan instruments in the past.

### Budget, CPD and Partnership Prompt:

Are all music lessons planned to use instruments/resources that are accessible and age appropriate to their students.

Do children have to share instruments to participate or is there enough equipment for each student to have their own?

Do children in all key stages have opportunities to listen to music from a range of cultures and traditions?

Does the school ensure that students eligible for pupil premium can engage in musical opportunities and tuition through this funding?

Does the school provide any additional support through resources to enhance accessibility for children with additional needs?

Do Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical Music, Popular contemporary Music and Traditional Music from around the world?

Do children have access to computers/Macs/iPads etc. which may be sourced from/be in another department?

Is there are a range of instruments within the school, including whole class sets of instruments (loaned for free by the Music Service alongside WCIT tuition delivery)?

Is there any dedicated space or practice rooms for 1-1/small group music tuition within the school?

Is there a designated budget to support music making in school?

Does the lead member of staff for music undertake music specific CPD every year and access the offer of CPD from the Music Service?

Does the lead member of staff share the learning to upskill staff members within their own department or across the school as a result of their CPD attendance?



Can the school demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision?

Does the school explore opportunities to work in partnership with other schools/ settings?

Does the school have any accreditation for its arts and cultural activity? E.g Music mark membership or artsmark?

## Appendix 1 – Useful Resources for Teachers.

### Useful Resources for Schools

Your local Music Service – see Important docs for schools for mode contracts, letters and advice on setting up instrumental teaching in school.

**Classroom 200** – 200 Pieces of classical music for Primary schools with all the accompanying teaching resources

<https://www.classroom200.org/login>

**BBC 10 Pieces** – High quality resources for Primary and Secondary schools [www.bbc.co.uk/tenpieces](http://www.bbc.co.uk/tenpieces)

**Sing Up** – Vocal resources for your school (annual membership required) [www.singup.org](http://www.singup.org)

**Charanga** – Digital music teaching resource

**Out of the Ark** – A collection of songbooks for schools, including: musicals, assembly songbooks, nativities and leavers' songs, class assemblies, sing-along stories and curriculum-based learning. [www.outoftheark.co.uk](http://www.outoftheark.co.uk)

**TES Collection** – Resources linked to lesson planning, creative and cross-curricular for EYFS, KS1 and KS2

[www.tes.com/articles/tes-collection-music-top-20](http://www.tes.com/articles/tes-collection-music-top-20)

**Music Express** – An online resource for EYFS and Primary teachers

<https://subscriptions.collins.co.uk>

**Musical Futures** – A wide collection of resources to help deliver music in the classroom

[www.musicalfutures.org](http://www.musicalfutures.org)

**Garage Band** – Apple's leading digital music-making tool

[www.apple.com/mac/garageband](http://www.apple.com/mac/garageband)

**Music Mark** – The National Association for Music Education

[www.musicmark.org.uk](http://www.musicmark.org.uk)

**The Incorporated Society of Musicians (ISM)** – Professional body for musicians and subject association for music

[www.ism.org](http://www.ism.org)

**Musical Contexts** – provides teachers with quality, "ready to use", tried and tested and professionally presented resources for use in the primary and secondary music classroom. [www.musicalcontexts.co.uk](http://www.musicalcontexts.co.uk)

**Appendix 2 – Primary Music – Subject Knowledge & Skill Audit & CPD Suggestions**

Area of Knowledge, Skill or Understanding	Level of Knowledge, Skill or Understanding...				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Primary Schools using a mix of specialist and non-specialist staff to teach music					
<b>Your Performance skills:</b> Please list any instruments you play or have studied previously and the approximate level you feel you have achieved.					
<b>Performance Skills Classroom Instruments:</b> Please list any classroom instruments you use and your proficiency in the context of the tasks set in lessons.					
<b>Singing:</b> What do you consider is your level of skill in vocal work in the context of leading class singing effectively in lessons.					

Area of Knowledge, Skill or Understanding	Level of Knowledge, Skill or Understanding...				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	(tick appropriate column)				
Primary Schools using a mix of specialist and non-specialist staff to teach music	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
<b>Preparing children for performance:</b> What is your understanding of concert preparation and stage etiquette.					
<b>Performance based CPD:</b> Please list any performance based CPD you would like. This could be on particular instruments, singing or preparation for performance.					
<b>Improvisation:</b> Your ability to improvise using the instruments/voice used in your scheme?					
<b>Leading Improvisation:</b> How skilled are you at leading and encouraging pupils to improvise in the scheme you use?					
<b>Your Composing Skills:</b> To what extent can you compose short pieces suitable for classroom					

Area of Knowledge, Skill or Understanding	Level of Knowledge, Skill or Understanding...				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	(tick appropriate column)				
Primary Schools using a mix of specialist and non-specialist staff to teach music	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
groups and/or school ensembles?					
<b>Composing in the Classroom:</b> Your ability to teach, lead and encourage your students to compose in your scheme.					
<b>Arranging Skills (class):</b> Your ability to arrange pieces for students using classroom instruments.					
<b>Arranging For School Ensembles:</b> Your ability to arrange pieces for wider school ensembles					
<b>Composition/Improvising</b> Please list any areas and in what context you would welcome CPD on.					
<b>Notation:</b> The National Curriculum requires all pupils to learn and use notation. How confident					

Area of Knowledge, Skill or Understanding	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Primary Schools using a mix of specialist and non-specialist staff to teach music					
are you in using and teaching notation to students.					
<b>Notation:</b> Please Indicate if you need notation CPD.	No		Yes – to learn notation myself and how to use this with pupils		Yes – I know notation myself but need guidance how to use notation with pupils
<b>Conducting/Directing Ensembles in the Classroom or School:</b> Please indicate your own skill and experience.					
<b>Conducting/Directing:</b> Please indicate here if you would welcome CPD on directing groups/ensembles and in what context/type of ensemble.	Please indicate here if you would welcome Conducting/Directing CPD?				
<b>The Inter-related Dimensions Of Music:</b> Your knowledge of pitch, duration, dynamics, tempo, timbre, texture,					

Area of Knowledge, Skill or Understanding	Level of Knowledge, Skill or Understanding...				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	(tick appropriate column)				
Primary Schools using a mix of specialist and non-specialist staff to teach music	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
structure, and how these feature in all aspects of music i.e. performance, improvisation, composition, listening etc.					
<b>Music Technology:</b> Please Indicate any areas you have some experience of using.					
Using apps in teaching					Please list any apps or websites you use regularly.
Charanga musical school					
Making video recordings for performances/assessment					

Area of Knowledge, Skill or Understanding	Level of Knowledge, Skill or Understanding...				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Primary Schools using a mix of specialist and non-specialist staff to teach music					
Making audio recordings for performances/assessment					
<b>Experience/ Understanding of Music Traditions:</b> Areas of music you <b>may</b> have <b>some</b> experience of personally or from your scheme					
<b>Western Art Music:</b> Renaissance, Baroque, Classical, Romantic, 20th Century.					
<b>Popular Music:</b> Blues, Jazz, Reggae, Rock, Soul, R n B, Contemporary Dance, Bhangra, Film, Theatre etc.					
<b>Traditional Music:</b> British and other traditions.					
<b>Music from other cultures and places:</b>					

Area of Knowledge, Skill or Understanding	Level of Knowledge, Skill or Understanding...				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Primary Schools using a mix of specialist and non-specialist staff to teach music					
Indian subcontinent, Middle East, Far East, African Continent, Latin America, Caribbean, Europe, Eastern Europe					
<b>Areas of expertise not covered above:</b> <i>This might include particular genres/styles of music; multi-media applications or work that links with other art forms; or other musical expertise</i>					