



# Music Development Plan

Ford End, Margaretting and Roxwell C of E Primary Schools

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Review: 9.7.25

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## Links:

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Music Mark's resource page](#) for the English National Plan for Music Education

Hub Local Plan for Music Education

Trust Music Development Plan *if relevant*

School Development Plan

Music Curriculum

Charing and Remissions Policy

## Music at the Mid-Essex Primary Schools

### Curriculum Music

| area                                | what happens now   | what we would like to see  | link to actions                         |
|-------------------------------------|--|--|---|
| <b>Overview</b>                     | <p>The Mid-Essex Schools have adopted their own music curriculum, using units from Charanga, BBC Schools Radio and Twinkl. 1.5 hour lessons are taught weekly every other half term for each year group. The coverage of the National Curriculum can be seen on each plan through the learning objectives, questioning within the activities and links to the arts section on each document.</p> <p>The class teacher delivers these lessons using the resources provided on the plans. These can include digital links to tutorial videos, recommendations of instruments (including glockenspiel, ukulele, voice and unpitched percussion instruments) and questioning to involve the interrelated dimensions of music vocabulary. Plans are adapted for children with SEND so everyone can make progress throughout each lesson/unit. Each unit is assessed through video recordings – at the beginning and end of each unit to show progression.</p> | <p>The teaching of this music curriculum must continue to be taught to a high standard by all members of staff, using the resources and questioning highlighted in the planning.</p>   | <p>Ref number of relevant action(s)</p> |
| <b>Whole Class Ensemble Tuition</b> | <p>Most units within the school music curriculum requires the children to perform as an ensemble. KS1 focus on performing with glockenspiels with voice whereas KS2 can continue with this instrument, but also have the opportunity to develop their knowledge onto the ukulele as well (all provided by the school). Each unit is approximately</p>  | <p>The continuation of promoting ensembles in each unit will allow children to understand the importance of collaboration, develop their listening skills and allow them the understanding of playing together as a group. There are also a music club that the children can participate in.</p> |   |

| area                      | what happens now   | what we would like to see  | link to actions |
|---------------------------|--|--|-----------------|
|                           | <p>6 sessions long and will be led by the class teacher. The class teacher will demonstrate how to correctly play each instrument as well as teaching them how to play musically throughout the unit.</p>  | <p>Children are offered 1:1 tuition in piano and singing also. This is paid for by the family or by the school, if a child is disadvantaged. We would like to develop this knowledge into extra-curricular activities by creating bands and more ensemble opportunities for the children. We would like to give the children the courage to continue with music in a stable ensemble to continue to develop their music skills even further.</p> |                 |
| <b>Singing</b>            | <p>Each class has at least one focussed singing unit within the two-year rolling music curriculum. This unit is usually related to their topic of that term. However, singing is incorporated into most of the music units throughout KS1 and KS2, alongside the learning and playing of instruments. The children also have access to one singing collective worship each week, where children learn a variety of songs from hymns, rounds and songs related to yearly celebrations and for performances. Children learn about singing through demonstrations from class teachers, tutorial videos and backing track vocals. The singing is assessed through video recordings and teacher assessment.</p> | <p>The Mid-Essex Schools will continue to promote singing through developing opportunities for the children to perform at various events. They will use their knowledge from lessons and singing assemblies to continue progressing their signing abilities more tunefully and musically.</p>  |                 |
| <b>Instrumental music</b> | <p>Children have the opportunity to play instruments in each unit. The instrumentation used includes a class set of glockenspiels, a class set of ukuleles and large range of unpitched percussion instruments. The progression is assessed through video recordings in each unit and teacher assessment.</p>  | <p>We will continue to encourage the use of instruments, especially glockenspiels in KS1 and ukuleles in KS2. This will allow children to develop their skills on each instrument throughout their schooling years.</p>  |                 |

| area  | what happens now   | what we would like to see  | link to actions |
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|   |  | We will enquire about purchasing additional instruments using the DfE framework listing reliable, validated suppliers.   |                 |
| <b>Technology</b>   | <p>There is currently one technology unit in Year 5/6, where the children compose on Sound Maker – Chrome Music Lab. This is assessed through saving and developing the compositions throughout the unit.</p> <p>All other units use technology throughout each lesson to demonstrate musical playing through tutorial videos, using tools to show successful improvisation, allowing children to compose in more experimental ways and observing how notation can be used to compose and perform with.</p> <p>Children’s access to technology in music lessons is through a class set of Chromebooks and each class has an interactive whiteboard to use to support learning.</p> | The promotion of technology in music can be expanded by encouraging children to compose using technology more. This could be investigated in the next academic year.   |                 |
| <b>Opportunities to experience live music performance</b> | <p>The Music Leader plans live performances throughout the school year for the children to experience. These opportunities are often provided by Essex Music Hub, allowing the children to enjoy professional musicians perform in ensembles and as soloists.</p> <p>The Mid-Essex Schools provide a variety of opportunities for the children and staff members to perform each year including Carols at the Cathedral and the LIFE award ceremony. Each individual school also puts on class assemblies – which involve singing – KS1 Nativity plays and KS2 end of year</p>   | <p>The Music Leaders will continue to book in live performance for all children in the Mid-Essex Schools to experience throughout the next academic year. They will work alongside Essex Music Hub to sort these opportunities.</p> <p>The Mid-Essex SLT and class teachers will also work on providing experiences for the children and staff members to perform themselves at events throughout the school year.</p> |                 |

| area | what happens now   | what we would like to see | link to actions |
|------|--|---------------------------|-----------------|
|      | productions. The schools also learn songs for Harvest and Easter services at their local churches. |                           |                 |

## Extra-curricular and Co-curricular Music

| area             | what happens now   | what we would like to see   | link to actions |
|------------------|--|---|-----------------|
| <b>Overview</b>  | The children in all schools have the opportunity to partake in after school music clubs, such as the school choir, and peripatetic instrumental lessons in all Mid-Essex schools. The clubs are taught by class teachers and each school has specialist musicians to teach the instrumental lessons. All of this is funded through parental fees, except for children who are disadvantaged.   | An increase in uptake for music lessons and music clubs would allow children's musical understanding to develop even further.   |                 |
| <b>Singing</b>   | Singing is encouraged in all Mid-Essex schools through choirs, singing assemblies, class assemblies, church services and school productions. These are taught by the class teachers and often accompanied through backing tracks.<br>These opportunities allow children to perform in many settings including in school, at church and on well-known stages such as the Royal Albert Hall. The children will also have the chance to perform to the local community and schools within the Life Education Trust.<br>It is advertised to all children to participate in the extra-curricular clubs (choir), but it is mandatory for the school to sing in all other musical activities. | There will be a continuation of singing opportunities in the next academic year through musical events and displays of musical talent from SLT and class teachers in all the Mid-Essex schools.<br><br>Singing teachers will continue to assess the children individually and develop them at their own pace. |                 |
| <b>Ensembles</b> | The Mid-Essex schools also have other clubs which included musical elements such as film,  | There will be a continuation of performance opportunities in the next academic year through   |                 |

| area           | what happens now  | what we would like to see  | link to actions |
|----------------|---|--|-----------------|
|                | <p>international and dance club. These are led by class teachers which are advertised to all children within the schools. The clubs are encouraged to perform throughout the year in school and at various venues.</p>  | <p>musical events and displays of musical talent from SLT and class teachers in all the Mid-Essex schools. A wider range of music clubs could give children more opportunities to perform as an ensemble – for example, creating a band.</p> <p>Singing teachers will continue to assess the children individually and develop them at their own pace.</p> |                 |
| <b>Tuition</b> | <p>Piano, and singing lessons are advertised amongst the Mid-Essex Schools. These are taught by peripatetic teachers, which are advertised to all children in the school. This is funded by the parents of the children taking part in these lessons. These children are often encouraged to take music exams to show progress and celebrate achievement.</p> | <p>The Mid-Essex Schools will continue to promote music tuition to encourage more children to learn a pitched instrument. Teachers will continue to assess the children individually and develop them at their own pace.</p> <p>Tuition is promoted through regular performances in assemblies and on the school club letter/newsletter.</p>               |                 |

## Leadership

| area                          | what happens now   | what we would like to see   | link to actions |
|-------------------------------|--|---|-----------------|
| <b>Governing body</b>         | The standards governor monitors all subjects through visiting the schools for a morning each year. They are also invited to attend musical performances and complete a Governor visit form.  | This will continue.   |                 |
| <b>Senior Leadership Team</b> | The SLT view music as an important subject in the schools. Cultural capital is developed through children listening to a range of music each week and also through performances. The music curriculum is overseen by the Subject Leader but is also reviewed and monitored by SLT. Music clubs have a real prevalence in the schools and the children have the opportunity to perform in front of large audiences to develop their character.  | The Mid-Essex Schools will be working on developing a consistent assessment framework for the 2025-2026 school year.                      |                 |
| <b>Subject leadership</b>     | There are currently two Music Subject Leaders within the Mid-Essex Schools: Charlotte O’Toole from Margaretting and Debbie Welch from Ford End.<br>The music curriculum was designed in 2020 focussing on addressing the aims within the National Curriculum and introducing a wide variety of genres to expand the schools’ cultural capitalism.<br>The subject is monitored each year, in person, where the Music Leaders will complete lesson observations, allow staff to comment and ask questions about the music curriculum, conduct pupil voice questionnaires about their experiences of music within their school and look through progress evidence. This is summed up into a report which is | The subject leaders will continue to monitor music using the current Mid-Essex Schools curriculum and partake in training, when required. |                 |

| area | what happens now  | what we would like to see | link to actions |
|------|---|---------------------------|-----------------|
|      | <p>discussed and finalised with the Heads of School and the Curriculum Leader.</p> <p>The Music Leader participates in training courses, related to the curriculum, usually led by Essex Music Hub. These benefit the development of the music curriculum and expand their knowledge to support class teachers deliver the units.</p> |                           |                 |

## Budget

| <b>area</b>             | <b>what happens now</b>   | <b>what we would like to see</b>  | <b>link to actions</b> |
|-------------------------|---|---|------------------------|
| <b>Budget for Music</b> | The budget for music comes from the general school budget.  | We would like to be able to use different sources of funding to buy a variety of instruments for the children to learn and use. |                        |
| <b>Music income</b>     | Our additional income for music is collected through lesson fees, club fees and parental donations during any school performances.<br>We also use the Essex Music Hub who can reduce fees to allow each school to experience as many opportunities as possible. | The Mid-Essex Schools will continue to raise funds through music lessons, clubs and parental donations at performances.         |                        |

## Partnerships

| area  | what happens now  | what we would like to see   | link to actions |
|---|---|---|-----------------|
| <p><b>Partnerships with schools</b></p>   | <p>The Mid-Essex Schools work closely together to promote the shared music curriculum and develop cultural capital by sharing musical experiences. The three schools include Ford End, Margaretting and Roxwell Primary School. Working alongside the Mid-Essex Schools has allowed for a wider variety of experiences and to share talent amongst the schools in collaborative performances.</p>   | <p>The schools will continue to work collaboratively on teaching the music curriculum to a high standard, sharing musical experiences and performing together to showcase the talent amongst the Mid-Essex Schools.</p> |                 |
| <p><b>Partnership or relationship with local music service or Music Education Hub</b></p> | <p>The Mid-Essex Schools currently work closely with the Essex Music Hub to experience a wide variety of music opportunities. They have enhanced each school by giving them chances to experience live music and learn instruments they have never seen or played. The communication between the Essex Music Hub and the Mid-Essex Schools is through email and training courses. This is led by the Music Leader of all three schools.</p> | <p>The Music Leaders of the Mid-Essex schools will continue to work alongside the Essex Music Hub to create opportunities for all the schools.</p>  |                 |
| <p><b>Cultural partners for music</b></p>   | <p>Children who attended International Club were exposed to music styles from different cultures. They had the chance to share musical performances via video messages with their partner school in Kenya.</p>  | <p>We would like to continue to develop this further in the coming years.</p>   |                 |

## Accommodation and resources

| area                                 | what happens now  | what we would like to see   | link to actions |
|--------------------------------------|---|---|-----------------|
| <b>Spaces for Music</b>              | All music lessons and extra-curricular music clubs are taught in the classroom by the class teacher. The singing assembly, school productions and class assemblies take place in the school hall. All instrumentation is stored in the school hall or storage cupboards.  | The spaces will stay the same for all three Mid-Essex Schools.  |                 |
| <b>Resources available for Music</b> | Each school has a class set of ukuleles, glockenspiels and a variety of unpitched percussion instruments. Each school also has its own piano and a range of other pitched instruments including guitars and recorders. These resources are kept in boxes/storage systems which are easily accessible by children and staff. Each school also owns a subscription for Charanga and has 'Out of the Ark' as a singing resource.<br><br>As stated before, any funding for music comes from the general school budget or parental fees for clubs and extra-curricular activities. | The Mid-Essex Schools would like to purchase 'Out of the Ark' hymns package. This can be used for singing assemblies and church services to support the teaching and performance of the children. All instruments need to be organised and cleaned to improve the quality and protection of them. |                 |

## Inclusion

| area  | what happens now  | what we would like to see  | link to actions |
|---|---|--|-----------------|
| <b>Overview</b>                                   | <p>The music curriculum has been created to be accessible to all children in the Mid-Essex Schools. Each unit is based off a different genre from various time periods, cultures and countries of origin. These are reflected in songs we listen to during music assemblies to develop and diversify the range of music our children listen to.</p> <p>Children who are identified as having additional needs and/or social, emotional and mental health needs, have the opportunity to access targeted music nurture group sessions led by a professional.</p> | <p>The learning of songs in different languages could be promoted to reflect the languages spoken within our schools' communities. The learning of non-western instruments could also be promoted – for example, the djembe drums.</p>                           |                 |
| <b>Special Educational Needs and Disabilities</b> | <p>All children have the opportunity to access our music curriculum from the lessons taught to the extra-curricular clubs. Each lesson is carefully planned out with a varying level of questioning to allow all children to learn from each music lesson.</p>  | <p>The Music Leaders could attend training to develop their understanding on how to deliver lessons to SEND children. They may also learn about music partners or opportunities for those children with a SEND diagnosis.</p>                                    |                 |
| <b>Religion</b>                                   | <p>As all Mid-Essex Schools are Church of England schools, children learn many hymns and songs related to God to align with our spiritual beliefs. We do also listen and perform other songs from different cultures and countries to promote cultural capitalism in our schools.</p>   | <p>The Mid-Essex Schools will be purchasing the 'Out of the Ark' hymns package to promote the further learning of religious music. We could also develop our learning of various religious songs from other cultures to promote cultural capitalism further.</p> |                 |
| <b>Financial hardship</b>                         | <p>Disadvantaged children are able to attend a club for free each half term, and this included learning to play an instrument or choir. Money is also used to</p>   | <p>We will continue to support disadvantaged children.</p>   |                 |

| area | what happens now   | what we would like to see | link to actions |
|------|--|---------------------------|-----------------|
|      | pay for these children to attend trips, for example, as part of the choir. |                           |                 |

## Progression

| area                             | what happens now   | what we would like to see   | link to actions |
|----------------------------------|--|---|-----------------|
| <b>Overview</b>                  | <p>To progress our children’s learning beyond the classroom, we promote many extra-curricular musical activities. We invite children with an interest and talent in music to represent our school for many musical events. We also advertise all this in newsletters and invite students personally to encourage their progression.</p> <p>Children are awarded a music trophy one a week for demonstrating passion, effort, skill and development in this subject. External accomplishments such as music exams are celebrated in achievement assembly each week.</p> | <p>We will continue to support children’s individual talents and encourage progression within class and extra-curricular activities.</p>  |                 |
| <b>Progression opportunities</b> | <p>One-to-one music lessons are promoted to children who wish to learn a new musical instrument outside of lesson time. They can progress through the grading system (if desired). Children also take part in after school clubs across the Mid-Essex schools to progress their musical understanding. We also book in professional musicians to perform and play alongside the children to promote a wider range of musical instruments and inspire them to take them up.</p>   | <p>The children in Year 6 often attend musical performances at the local secondary schools and / or Frances Bardsley School (in LIFE Academy Trust). This is something we will continue to promote.</p> |                 |
| <b>Pupil tracking</b>            | <p>The school tracks musical progression through video evidence of music lessons, teacher assessment and discussions with the Music Leader.</p> <p>Pupils who show talent and skill within lessons are chosen to represent the school for many events musically, which we hope will inspire other students</p>   | <p>The Mid-Essex Schools are currently working on an assessment framework for the music curriculum.</p>   |                 |

|                             |  |                     |  |
|-----------------------------|--|---------------------|--|
|                             | among the Mid-Essex Schools to progress their musical talents also.  |                     |  |
| <b>Strategy development</b> | This strategy is monitored and developed by the Music Subject Leaders and the Senior Leadership Teams for the schools. | This will continue. |  |

## Objectives

1. To develop a successful assessment framework to understand the children's progression in music.
2. To promote cultural capitalism by exposing student to a wide range of music genres and musical experiences.
3. To ensure every school has good-quality resources and the opportunity for music training to enable a high standard of teaching in music.

## Action Plan

| action | link to objective   | who | resources or cost                       | source                               | music hub support sought | complete by   |  |
|--------|---|-----|---|--------------------------------------|--------------------------|---|--|
| 1      | Staff to set up music each morning using the schools Spotify to play a song from the genre of the week. | 2   | Music Subject Leader and class teachers | £19.99 a month                       | N/A                      | N/A   |  |
| 2      | To complete staff training on how to read and teach notation.   | 3   | Music Subject Leader                    | Staff meeting time<br>No cost        | N/A                      | Essex Music Hub to help provide training for staff.   |  |
| 3      | To continue to implement video evidence to show children's progress in music lessons.                   | 1   | Class teachers                          | No cost                              | N/A                      | N/A   |  |
| 4      | Organise the instruments in the provided spaces to allow easily access to all children and staff.       | 3   | Music Subject Leader                    | Time to complete the task<br>No cost | N/A                      | N/A   |  |
| 5      | Purchase more percussion instruments for schools.   | 3   | SLT and Music Subject Leader            | Cost of percussion instruments - TBC | TBC                      | Essex Music Hub to give suggestions on what to buy and where to buy good-quality instruments. |  |

## Evaluation and progress tracking

We will know that this plan is working if \_\_\_\_\_.

### Progress updates

|          | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|----------|----------|----------|----------|----------|----------|
| Action 1 |          |          |          |          |          |          |
| Action 2 |          |          |          |          |          |          |
| ...      |          |          |          |          |          |          |
|          |          |          |          |          |          |          |
|          |          |          |          |          |          |          |

### Year-end report to Governors

*Capture any unanticipated outcomes here and celebrate your pupils' and colleagues' musical achievements, particularly anything that is not reflected in the regular updates above. If there are objectives that have not been fully achieved, note the reasons and whether they will be pulled forward into next year's*