

[Dartford Primary Academy Music Development Plan](#)

Local music hub: Kent & Medway Music Hub

Music lead: Trudy Gordon

Music specialist (if applicable):N/A

Principal: Rebecca Roberts

Date written: Spring 2023

Review date: Spring 2024

	Music Development Plan
<p>1 Overall objective</p> <p>Intent</p>	<p>Through our music model model curriculum at Dartford Primary Academy, we want children to enjoy and express themselves through music in order to develop an appreciation of what this can do for their own well-being and to be ambitious for careers in the music industry. The children will gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, cultures, traditions and musical genres. We plan to give pupils, regardless of need or background, the knowledge and skills required from the National Curriculum through the development of their curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music. They will develop an unbiased respect for the role that music may wish to be expressed in any person’s life. By developing their cultural understanding, we aim to ensure that they are exposed to music from diverse backgrounds, some of which will already be familiar to them and others which will be completely new. This sequence of knowledge and skills will enable the children to close any gaps they may have as well as achieve clearly defined endpoints. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.</p>

<p>2 Key components</p> <p>Implementation</p> <p><i>List the key components that will make up the music provision in your academy</i></p>	<p><u>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND (Music Express, Singup)</u></p> <p>The music curriculum at Dartford Primary Academy develops pupils’ knowledge and skills across a range of musical competencies through a gradual process to consolidate current and prior learning. The key aim is for pupils to be able to produce sounds vocally, instrumentally and technologically through a carefully selected and designed musical platform- Music Express. Music Express’ units of work are well-designed and deliver music in small increments to ensure learning is progressive as it focuses on a specific musical element for each lesson and learning is consolidated through key questioning. This is to ensure that pupils understand the technical aspects of music and the key components that make up music so that they are confident to construct and compose music to express themselves in an enjoyable and memorable way. Music is carefully mapped out across the school as seen with our EYFS and KS1 & 2 curriculum maps. This is to ensure that there is a clear progression of key musical elements through the years which shows when music is delivered.</p> <p><u>EYFS</u></p> <p>In EYFS, music is an integral part of the learning process which is delivered primarily through the Early Years framework, Development Matters which is embedded across the curriculum. Children are given the opportunity to develop their listening, hearing, vocalising, singing, exploring, dancing and expressing. Teaching and learning in EYFS is supplemented by Music Express and the local music hub.</p> <p><u>KS1</u></p> <p>Music at KS1 allows children to learn music through play and is taught for forty-five minutes weekly. We follow our progressive music scheme from Music Express. Children are quizzed at the end of term through our ‘think-pink’ tasks along with informal assessment. This is to ensure revision of key learning. Teachers also have assessment folders that they use to record children’s progress during the lessons to which enables and supports their judgement at the end of each term. Each year the group has a floor book that documents the children's learning journey.</p>
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KS2

At KS2, the children continue to build and improve their musical competencies in incremental stages. At this stage, we aspire for children to be more confident and fluent with their musical skills, developing their playing with increasing accuracy, fluency, control and expression. As in KS1, we follow the progressive scheme of work to ensure consistency in the delivery of knowledge and skills. At this stage, children should be able to identify and differentiate between the key elements of music and should be able to use them to compose music to express themselves so that by the time they reach Year 6, they are confident to take part in their school leavers production.

SEND

The music scheme we use is a complete package that is inclusive for all learners. Music Express has a digital SEND resource that enables our non-specialists teachers to deliver music confidently for all learners. Class teachers are able to set suitable challenges, respond to their specific needs by giving them suitable instruments and tasks and any other potential barriers that are derived from their formative assessments during lessons. This may include working in small groups, paired groups or one to one with the teacher.

Classroom instrumental teaching (Year 4 Ukulele)

Progression from classroom instrumental teaching.

Year 4 children are given ukulele lessons for twelve weeks through the Music Plus scheme with hopes that by the time they leave Dartford Primary they should be confident with playing a musical instrument. These lessons are taught by a music specialist from the musical hub- Mick Jagger Centre. The children take part in an end of term performance to show their newly acquired skill.

Peripatetic lessons

Our school provides the opportunity for children to learn ensemble music lessons provided by our competent musician from London. These lessons are offered weekly for a wide range of ensembles such as violin, drums and guitars. The children are able to perform during end of term performances to showcase their talents.

Singing Assemblies

Whole school singing assemblies occur on a weekly basis. These focus on singing for enjoyment and give our children structured vocal opportunities to sing for pleasure led by an experienced teacher. Assemblies are supported by the singing platform SING-Up that is focused on a specific theme of that term (i.e Christmas, Easter etc). Our singing assemblies are opened each term with a musician or composer of the term who is linked to our diversity curriculum map. The children are exposed to a wide range of musicians and composers across varied genres and cultures that help them to appreciate and be open-minded about diverse music and to equip them with the cultural capital they need to succeed in life.

Performance Opportunities

The children at our school are given many opportunities to perform in front of an audience which could be made up of children or parents each term. Some of these performances include: Harvest, Christmas, Nativity (KS1), Easter, DPA's Got Talent, Activities Week and Year 6 Production.

Pupil Voice

We value the opinions of our children. We conduct termly learning walks to get the viewpoint of our children. This helps us reflect, build and shape a model curriculum that reflects the children's interests. Children are welcome to discuss and share their opinions about music informally and formally through the academy council and learning walks. For example, results from our student voice survey revealed that children wanted a repertoire of instruments during lessons which was then implemented in future lessons.

Succession planning and CPD

The music lead has delivered CPD to staff on how to use the Music Express platform and how to assess the progress of the children. At three points during the year, the music lead reviews curriculum coverage and quality assures the planning of music to ensure it is fit or purpose and supports year groups where necessary. We have invited specialist music teachers into the academy to review our curriculum and deliver additional CPD sessions which has given our staff an array of practical ideas to use in the classroom to enhance our music provision further. Each year, two members of staff take part in a free professional development programme called 'Cultural Champions.' Champions get access to The Royal Opera House resources - these include Create & Dance, Create & Sing and Create & Design. Champions also get the opportunity to go to whole-day CPD events for these programmes run by ROH artists (musicians, dancers, singers, set designers, sound producers et al.) and staff leave these events with an abundance of practical tools and techniques they can share and use back in your academy. The programme is all about collaborating with other local schools, ROH artists, programme leaders and other local cultural partners to drive cultural and creative learning in our academy.

Choir/ensemble

- Academy orchestra
- Additional funding from hub/charities/fundraising
- Live shows- Young Voices
- Community performance- Local church Christmas performance and retirement home.

Furthering musical development

Through our [DPA Careers Related Learning Strategy Map](#), any child with an interest in careers in music or the creative industries are encouraged to realise their ambitions. Our careers strategy- '50 by 11' - supports the children's career choices with exposure to some of the potential careers in the music or other related industries. For example, year 6 children take part in a video call with a West End performer to discuss their top tips for getting ready for a live performance in preparation for their end of year musical production. Each year, we also hold DPA's Got Talent. This enables us to quickly identify children who

	<p>have potential to pursue music beyond the classroom and allows us to discuss with parents possible ways their child can further their musical development, for example through joining the school choir, joining an afterschool club, taking music lessons or joining a performance arts group outside of school.</p>
<p>3 – Classroom instrumental teaching</p> <p><i>Include details of the academy's offer for each year group. How will students progress? Who will teach this? How will instruments be funded? How will lessons be inclusive? Where to next?</i></p>	<p>Our music scheme is examined to ensure that all the necessary resources are provided to deliver a comprehensive and high-quality music education to all children at our three-form entry school. This ensures that all children can access various resources and instrumental lessons to develop their musical skills. Having high quality instruments in our academy will ensure that all children have access to a well-equipped music programme and have the opportunity to learn and play tuned and untuned instruments. This comprehensive approach to music education will foster creativity, teamwork, and a love for music among our students.</p> <p>Resource Management and Inventory System</p> <ul style="list-style-type: none"> ● There has been a thorough examination of the current music scheme to identify the resources required for delivering music lessons effectively. ● The availability and condition of existing musical instruments and resources has been assessed. ● We have an inventory sheet for both school sites, listing all musical instruments and resources, accessible to class teachers. ● There is a sign-in and sign-out system for teachers to manage the usage and tracking of musical instruments and resources. <p>Resource Enhancement and Funding</p> <ul style="list-style-type: none"> ● We identified any gaps in the existing resources and prioritised the acquisition of new musical instruments and materials. ● We have a school music budget and secure additional funding for enhancing the music resources from the local music hub, ensuring that each year group has access to the required instruments

- We seek further partnerships and grants with local businesses, community organisations, and music-focused foundations to support the acquisition of musical resources.

Ukulele Instrumental Lessons for Year 4 Students

The focus is to offer ukulele instrumental lessons to year 4 children and ensure each child can play one tuned instrument before they leave primary school.

- Collaborate with the Mick Jagger Centre and Kent Music Plus scheme to ensure the delivery of ukulele instrumental lessons for year 4 students.
- Lessons are progressive and enjoyable learning experiences.
- Ensure that qualified music instructors are hired to conduct the ukulele lessons, ensuring that they possess the necessary expertise and enthusiasm to engage the students effectively.
- Monitor the progress of children in the ukulele lessons, providing support and additional resources to those who may require it.

Continuous Evaluation and Improvement

- Regularly evaluate the effectiveness of the music development plan by gathering feedback from teachers, students, and parents.
- Use assessment data and feedback to make informed adjustments and improvements to the music program.
- Stay updated on current trends and research in music education to enhance teaching methodologies and approaches.

<p>4 – Implementation of key components</p> <p><i>Consider how the key components listed above will be implemented (excluding classroom instrumental teaching).</i></p>	<p>Our comprehensive music curriculum aims to provide students with a well-rounded musical education, fostering creativity, expression, and appreciation for different forms of music. Here is a detailed description of the curriculum from EYFS to Year 6. Regular music assemblies (timetabled) are held to showcase students' musical achievements and provide opportunities for performance. These assemblies celebrate the diversity of musical talents within the academy and promote a sense of community. Throughout the academic year, the academy organises a series of performances, such as concerts, recitals, and musical productions. These events involve children from different year groups, showcasing their skills in singing, playing instruments, and ensemble performances. The programme is shared with parents and the wider community to encourage attendance and support for students' musical aims and achievements.</p> <p><u>Music timetable</u></p> <p>We are committed to ensuring music learning will be at least 60 minutes per week. 20 minutes singing assembly. 40 minutes classroom learning.</p> <ul style="list-style-type: none"> • Access to lessons across a range of instruments, and voice. • A school choir. • A school band. • Space for rehearsals and individual practice • A termly school performance. • Opportunity to enjoy live performance at least once a year, for example watching Year 6 production, Young Voices, Christmas Panto, Fantastic Fred, Captain Wonderweb and the Esteem Machine
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Music curriculum:

[Music progression map](#)

[Curriculum EYFS](#)

[Curriculum KS1/KS2](#)

[Medium term plan- Music Scope and Sequence](#)

[Diversity Curriculum Map](#)

Term 1- September - December

- Conduct resource examination and inventory assessment.
- Develop and implement inventory management systems.
- Identify resource gaps and secure funding.
- Initiate ukulele lessons for year 4 children.
- Monitor student progress through pupil voice and lesson observation and examining floorbooks- ongoing throughout the year.
- Integrate music into the curriculum- singing assemblies, musician of the term, class musician of the term, music lessons, notation lesson
- Staff CPD.
- Harvest Performance.
- Discuss end of year production with the year 6 team .
- Design Christmas performances.

- Young Voices Choir practice and preparations.

Term 2- January to April

- Review resource examination and inventory sheet
- Check that resource are available and rooms are kept orderly
- Review year 4 ukulele lessons.
- Check in with the year 6 team about production and finalise ideas.
- Monitor student progress through pupil voice and lesson observation and examining floorbooks- ongoing throughout the year.
- Integrate music into the curriculum- singing assemblies, musician of the term, class musician of the term, music lessons
- Young Voices Choir practice and performance.
- DPA's Got Talent.
- Easter Performance.

Term 3- May to July

- Review resource examination and inventory sheet
- Check that resource are available and rooms are kept orderly
- Review year 4 ukulele lessons.
- Monitor student progress through pupil voice and lesson observation and examining floorbooks
- Integrate music into the curriculum- singing assemblies, musician of the term, class musician of the term, music lessons.
- Review the music curriculum- check in with teachers.
- Young Voices Choir practice and performance.

<p>5 Communication activities</p> <p><i>Write a communication plan, including information about how you'll keep parents updated via the academy website; how a leaflet might be produced to inform parents about the whole academy music offering; how social media might be used</i></p>	<ul style="list-style-type: none"> ● Year 6 production. <p>– At Dartford Primary Academy, we established effective communication channels to keep parents informed about school musical activities, utilising platforms such as MCAS, Classroom Dojo, the academy website and social media.</p> <p>Keeping parents updated via academy website:</p> <ul style="list-style-type: none"> ● Have key music event dates readily available on the school website with an explanation on how and when to book in for this. ● A short description of key skills learnt in each year group and how they can support this learning at home. e.g. key vocabulary, skills (how to practise at home) <p>Music communication through curriculum letters:</p> <ul style="list-style-type: none"> ● A brief overview of each year groups music curriculum each module. ● For those year groups that focus on a specific instrument (e.g. year 4 ukulele) a more detailed explanation of how these lessons will happen. ● A section on peripatetic lessons and extra-curricular music activities (KS1/ KS2 choirs, Young Voices choir) available with specific instruments and how to sign up for these. ● Dates of musical performance e.g. Christmas, Easter, year 6 performances. ● A section on the musicians of the term and how we endeavour to share with the children a diverse selection of people who work in the musical industry (composers, lyricists, performers) and how they can support this at home- share their favourite musicians with them from different genres. ● Letter detailing our peripatetic provision. ● Clubs children can sign-up to after school, for example Young Voices and the academy band. ● A list of clubs and peripatetic lessons offered and when and how to sign up for these. <p>Social Media:</p>
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	<ul style="list-style-type: none"> ● Sharing date reminders for any music events. ● Sharing pictures and videos (photo permission permitted) of any performances or videos to show end of term achievements in each year group- year 4 playing ukulele, year 1 performing a song with different instruments showcasing key skills learnt.
<p>6 – Evaluation process for the success of the Music Development Plan</p> <p><i>Decide how you are going to track whether the plan is working. Include timeframes for progress meetings.</i></p>	<p>We evaluate our music provision termly which includes We start by speaking to our children through pupil voice surveys at school to gain insight about how they feel about music and how we can improve it. Once we are fully informed, we will make the necessary changes to improve music.</p> <p>In addition, the evaluation process includes half-termly meetings with curriculum leads, which plays a vital role in ensuring the success and continuous improvement of our provision. These regular assessments and feedback allow for the identification of strengths, areas for growth, and collaboration with key stakeholders to address challenges and seek additional support. By maintaining open communication and implementing action plans based on evaluations, the school can enhance the quality and impact of its music provision, providing meaningful musical experiences for our children</p>

<p>7 – Transition work with local secondary academies</p> <p><i>Consider what you will do to maintain musical engagement from Year 6 to Year 7, including any communication you will make with local secondary academies.</i></p>	<p>We aim to ensure a smooth and seamless transition for our students between primary and secondary schools, with a focus on maintaining musical engagement and communication with the feeder secondary schools’ music leads.</p> <p>The process will involve creating exciting transition work through collaboration with the music leader, to design and implement transition activities that specifically focus on music. This will hopefully encourage and maintain a love of music and for the children to become familiar with the musical opportunities at the secondary school.</p> <p>At the end of year 6, all of our children take part in a musical school production. All children are part of the chorus and some children have solo parts, either singing a solo or by playing a musical instrument. This performance takes place in front of their parents at one of our feeder secondary schools and is a fantastic way to showcase the musical talents of the children and how they have progressed since starting at the academy.</p>
<p>8 – Budget materials and staffing</p> <p><i>Include details of the budget for curriculum music staff, classroom instrumental teaching,</i></p>	<p>Budget allocation for the music programme at our primary school includes various categories such as curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. The plan also considers the utilisation of PPA (Planning, Preparation, and Assessment) time and Continuous Professional Development (CPD) opportunities. The following is a breakdown of the budget plan:</p> <p>Classroom Instrumental Teaching: A portion of the budget is allocated to cover the salary of our music specialist who delivers the Music Plus programme specifically for year 4 pupils.</p> <p>Enrichment Activities:</p>

<p><i>enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used. Plan CPD.</i></p>	<p><u>Instruments and Resources:</u> We allocate funds for purchasing and maintaining musical instruments required for the curriculum and instrumental lessons. We consider the need for a variety of instruments to cater to different students' interests and skill development. Additionally, a budget is allocated for purchasing consumables such as sheet music, textbooks, teaching materials, and other consumables necessary for music lessons.</p> <p><u>Subscriptions:</u> We have subscriptions to Music Express and Sing- Up. These platforms provide access to a wide range of musical resources, lessons, and materials to support our teaching and learning that supports the model music curriculum.</p> <p>It is essential to review the budget plan periodically, considering the changing needs of the music curriculum and the availability of funding. Our music lead collaborates with the school's finance department to ensure financial transparency and accountability.</p>
<p>9 – Pupil Premium and SEND provision</p> <p><i>What are you doing to specifically engage Pupil Premium students or those with special educational needs</i></p>	<p>We aim to create an inclusive and supportive music provision plan that allows students with Special Educational Needs (SEN) and those eligible for Pupil Premium to access music clubs for free and to express themselves happily through ensemble sessions.</p> <p><u>Identification and Invitation</u> Identify students with SEN and those eligible for Pupil Premium based on school records and eligibility criteria. They are invited to join Young Voices and given the choice to attend other clubs, such as the academy choir or band, if they wish.</p> <p><u>Designing the Ensemble Sessions</u> Our qualified music specialist delivers this session to ensure that our students are receiving quality first teaching incorporating sensory elements, visuals, and interactive activities with aims that the children have an enjoyable session that caters for diverse needs.</p>

<p><i>and/or disabilities in music?</i></p>	<p><u>Providing Appropriate Support</u> Allocate support staff to assist students during the ensemble sessions, ensuring they can actively participate and benefit from the activities. Work with the SENCO to ensure that any additional resources or accommodations required for individual children are provided. Staff scaffold assessment tasks to ensure all children are able to access them and experience success.</p>																		
<p>10 – Summary Action Plan <i>Write a list of immediate actions – make them SMART (specific, measurable, achievable, relevant, time-bound).</i></p>	<p>Our academy aims to develop a smooth transition programme to facilitate the integration of our children into the secondary school music programmes through liaison with secondary feeder schools in our area and to further work with our local music hub to create more live performance opportunities. We have identified key areas that we will improve on for the next academic year. Partnership was the main area highlighted. We will continue to review our action plan to ensure that we are providing the best music provision for our students at Dartford Primary Academy.</p> <table border="1" data-bbox="506 847 1715 1321"> <thead> <tr> <th>Area</th> <th>Category</th> <th>Actions Meaningful tasks that contribute towards achieving the given objective</th> <th>Deadline</th> <th>Evaluation</th> </tr> </thead> <tbody> <tr> <td>School Life and Opportunities.</td> <td>Partnership</td> <td>To communicate with secondary schools to create transitional opportunities for a smooth secondary school transition.</td> <td>January 2024</td> <td>Communicate with feeder schools music leads about transition opportunities.</td> </tr> <tr> <td>School Life and Opportunities.</td> <td>Partnership</td> <td>To communicate with local hubs to provide live performance.</td> <td>March 2024</td> <td>Communicate with Mick Jagger Hub about live performance provisions.</td> </tr> </tbody> </table>				Area	Category	Actions Meaningful tasks that contribute towards achieving the given objective	Deadline	Evaluation	School Life and Opportunities.	Partnership	To communicate with secondary schools to create transitional opportunities for a smooth secondary school transition.	January 2024	Communicate with feeder schools music leads about transition opportunities.	School Life and Opportunities.	Partnership	To communicate with local hubs to provide live performance.	March 2024	Communicate with Mick Jagger Hub about live performance provisions.
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In the Classroom	Beyond the Classroom	Leadership and Management	The Community and Partnerships
<p>Secure</p>	<p>Secure but with 2 elements of enhancing</p> <p>Prominent in school life</p> <p>EBI Set-up music ambassadors who play instruments regularly in assembly.</p> <p>Establish Classical 100 songs across school calendar events.</p>	<p>Developing + 1 secure</p> <p>Music is mentioned as part of the curriculum under the 'Quality of Education' section in the Academy Performance Agreement</p> <p>EBI Train new members of staff and embed in annual CPD plans</p> <p>Share Music Development Plan with academy governors.</p>	<p>Secure</p> <p>Pupil voices evidenced they wanted more time with instruments therefore a further £4,500 was spent to enable a 1:1 policy.</p> <p>Performed at church fetes and been invited to care homes.</p> <p>EBI Participate in music hub live performances, e.g. Ukulele concert</p> <p>Form links and collaborate with Trust schools to enhance our transition work</p>