**The Discovery School Music Development Plan**

**School: The Discovery School  
Local music hub: Kent Music  
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Music specialist: Dr. Jane Wilce-Cordner  
Headteacher: Miss Tina Gobell  
  
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***\*This plan has been reviewed and updated for the academic year 2024/2025***

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|  | **Music Development Plan** | |
| **1 – Overall objective and vision for music** | At The Discovery School, we want all pupils in music to:  be inquisitive and have an opportunity to explore and try new things, be creative, build on their prior learning and knowledge, enjoy learning new skills for life, feel included and feel like they are part of something, understand about themselves and their place in the world, get along with and collaborate with others, be brave, ambitious and resilient and “be the best that they can be”.  These statements underpin the intention of our music curriculum.  By providing a high-quality music curriculum - and offering events and learning provision beyond the classroom - we aim to provide all children with the opportunities to:   * Develop the skills required to listen to and appreciate all forms of music. * Develop the skills required to become vocalists or musicians who are soloists. * Develop the skills required to play in bands and ensembles. * Develop the skills required to create music as writers and composers. * Develop transferrable skills to aid them in their future careers. * Widen their experience of other cultures. * Experience opportunities unavailable elsewhere. * Develop a lifelong love of music. | |
| **2 – Key components** | *Where we are:* | *Where we would like to be:* |
| **Curriculum:** | We ensure that all pupils have the opportunity to listen, play, perform and compose through regular music learning and opportunities. Our emphasis on a broad and balanced curriculum ensures that music is valued as a subject. Music begins in the Early Years Foundation Stage. Children develop their communication and language skills, physical development and explore the expressive arts through exposure to sounds, rhymes and songs.  Music learning at KS1 continues to be practical; our children are taught to understand and appreciate music through listening, singing, playing, performing and composing. Through regular, active and practical engagement in music learning, our children develop musical understanding and proficiency.  KS2 music continues to build learning in small, incremental steps. Pupils develop their playing with increasing accuracy, fluency, control and expression. Listening develops aural memory and children develop an understanding of the history of music.  The Discovery School music curriculum is guided by the National Curriculum. Knowledge and skills are mapped progressively across year groups and implementation is supported by a range of teaching and learning resources.  There are dedicated curriculum music lessons in each year group for a minimum of 30+ minutes each week. | * The music curriculum is delivered consistently across all classes, with an ongoing monitoring and coaching programme in place to support staff CPD. * In Year 5 and 6, music technology features as part of the curriculum in order to teach the skills and aspirations children need for future careers. * Teacher assessment is used at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress. * There are opportunities for self and peer assessment planned into music lessons. |
| **Whole class instrumental tuition** | In Year 3, all pupils receive whole class recorder tuition for a minimum of 12 weeks.  MusicPlus (whole class instrumental tuition) is delivered for 18 weeks to one KS2 year group (Year 4) on an instrument that promotes musical progression for pupils.  MusicPlus lessons are led by a competent external peripatetic musician. The delivery of lessons adheres to the aims and objectives of the Kent MusicPlus framework. The lessons are inclusive, enabling all learners access to instrumental tuition.  The School ensures there is an appropriate adult always supervising the MusicPlus class in addition to the lead musician.  The Music Lead communicates effectively with the MusicPlus teacher.  The Music Lead/teacher ensures there is an opportunity for performance to parents and peers at the end of the MusicPlus year.  Up to 10% of students choose to continue learning an instrument after the MusicPlus year.  In Year 5, all pupils receive whole class percussion tuition, focussing on the djembe drum technique. | * MusicPlus is timetabled in addition to a 30+ minute lesson per week for curriculum music delivery. * MusicPlus is planned to successfully integrate into the School’s music curriculum. * The Music Lead/teacher ensures there are opportunities throughout the year to showcase the MusicPlus class to their peers. * 15% of students choose to continue learning an instrument after the MusicPlus year. * Whole class instrumental tuition promotes musical progression from Year 2 through to Year 6. |
| **Instrumental and vocal tuition** | The Discovery School engages with outside agencies and independent peripatetic music tutors to provide 1-1 and small group tuition covering all instrumental families.  Up to 10% of the School population is engaged in instrumental tuition.  The School engages in live performances for all pupils to raise awareness of instrumental families, highlighting opportunities for additional musical learning.  There are opportunities for pupils to perform in both formal and informal settings (at least once per large term). | * Over 15% of the School population engage in instrumental tuition. * There are regular opportunities for pupils to perform in both formal and informal settings to peers, parents and carers, and the local community (at least once per half term). * The Music Lead regularly engages and plans with their peripatetic teachers developing a more strategic approach to music provision linked to the curriculum. |
| **Instrumental Ensemble Provision** | The Discovery School provides an opportunity for ensemble playing (strings).  The string ensemble is regularly attended by up to 5 pupils.  The ensemble is led by a competent musician (peripatetic string tutor).  There is an opportunity for the ensemble to perform to parents and peers. | * The School has an established instrumental ensemble. * The ensemble is regularly attended by a up to 10 pupils. * It is planned that the ensemble rehearses and performs a range of styles and genres. * There are regular opportunities for the ensemble to perform to peers and the wider school community. |
| **Singing and vocal tuition** | There are termly opportunities for massed singing, linked with calendar events and opportunities to celebrate diverse music from other countries and cultures or to learn about music history.  There are weekly singing assemblies for KS1 and KS2 pupils, led by a specialist.  The School has an established KS1 and KS2 choir.  The School Choirs are led by either a specialist teacher or a competent member of staff who has expertise of leading a choir and practices healthy singing.  Whole school singing assemblies take place for special occasions and weekly singing assemblies for all pupils are designed to extend the knowledge and skills of the music curriculum.  Singing is used frequently in music lessons to support curriculum learning. | * All staff have had the opportunity to develop their skills and confidence at leading singing in their classrooms. * There are singing opportunities for staff (such as a choir). |
| **School life and opportunities** | The Music Lead is also a Senior Leader who seeks to drive the development of music across the School and advocate for the importance of music in school life.  Pupil voice is taken into consideration when planning internal school events through informal discussions.Music is an important part of everyday life for the majority of children in every year group.  The School actively reaches out to families from disadvantaged backgrounds. Bespoke financial support is applied so that all pupils can access the curriculum and extra-curricular opportunities.  The School provides additional support though resources to enhance accessibility for pupils with SEND.  Staff are supported in knowing how and when to adapt lessons and resources appropriately using approaches which enable pupils to be taught effectively.  Students have opportunities to listen to, interact and actively engage with music from a range of cultures and traditions in all year groups.  There is a dedicated Music Room and a range of instruments within the School, including whole class sets of instruments (hired) for MusicPlus.  The School has access to Singup and utilises these online teaching resources to support music teaching and learning.  The budget (including Kent Music funding) is planned to support the delivery of the music curriculum and supports resourcing.  The Music Lead attends CPD and is given opportunities by the School to share and upskill other staff members as a result of their CPD attendance.  The School is working with the local school collaboration and with the Music at Malling arts organisation.  The School has made links with different groups and organisations across the local community. The Choir regularly performs at local community events throughout the year. Members of the local community are invited into the School to watch concerts and productions throughout the year, and interact in celebratory music assemblies and events.  The School has an active Born Free Schools’ Partnership link with Ol Moti Primary School in Kenya, where children are able to share learning and understanding about each other’s music, culture and traditions.  The Music Lead engages with the local Music Education Hub (including completion of the annual survey and regular attendance at network meetings). | * A named governor takes responsibility for monitoring music and the performing arts; as a result, music is an elevated and integral part of daily school life. * Pupil voice is taken into consideration when planning for the music curriculum (this could include repertoire selection or instruments of interest) and external events, either through informal discussion or student council. * Music is an important part of everyday life in all classrooms for all children. * All staff have a secure knowledge of adaptive teaching, demonstrating an understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these. * The use of technology is successfully integrated into the music curriculum. * There is a significant budget (including Kent Music funding) that is planned to support the delivery of music curriculum as well as providing students with ample opportunity to broaden their musical experiences. * The Music Lead sources bespoke CPD opportunities for the staff to enable quality music provision to become embedded in school life. * The School works in partnership with other settings – including local secondary schools – to share resources and good practice. * The School has made links with the local community and charities in order to raise funding for music opportunities. * The School can demonstrate its positive impact on outcomes for children and staff through a Music Mark accreditation. |
| **Communication activities** | The School publishes information about its music curriculum on its website.  The School prospectus contains a brief overview of music opportunities.  A dedicated webpage for music provides parents with information about wider opportunities, vocal and instrument lessons and choir events.  Information about the music curriculum and instrumental tuition is shared with parents at annual ‘Meet the Teacher’ events.  The School’s music webpage contains information about all music opportunities and events and is regularly updated.  Music events are shared and celebrated through the School’s Instagram account, as well as through the School’s Newsletter and other local community publications. | * The Music Lead has developed a communication system to inform parents about the whole school music offering which serves to target hard-to-reach families who may be from disadvantaged backgrounds. |