**The Discovery School Music Development Plan**

**School: The Discovery School  
Local music hub: Kent Music  
Music lead: Dr. Jane Wilce-Cordner  
Music specialist (if applicable): 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 our 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 Key Stages and implementation is supported by a range of teaching and learning resources.  There are dedicated curriculum music lessons on the school timetable each week for most year groups for a minimum of 30+ minutes. | * The music curriculum is delivered consistently across the school, with an effective monitoring and coaching programme in place to support staff CPD. * Each year group timetables a weekly music curriculum lesson of a minimum of 30 minutes. * 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** | MusicPlus (whole class instrumental tuition) is delivered for 30 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. | * 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. |
| **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 more than 2 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). | * The Discovery School offers 1-1 and small group tuition covering all instrumental families. * 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 a variety of audiences (at least once per half term). * The School regularly engages and plans with their peripatetic teachers developing a more consistent approach to music provision |
| **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 parents and peers. |
| **Singing and vocal tuition** | There are termly opportunities for massed singing, linked with calendar events or performance opportunities.  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.  Regular KS2 singing assemblies are an opportunity for children to secure their knowledge of the inter-related dimensions of music, develop their knowledge of music history and listening and appraising skills, as well as their singing technique. | * Singing is used frequently in music lessons to support curriculum learning. * All staff are upskilled and confident at leading singing in their classrooms. * There are singing opportunities for staff (such as a choir). * Weekly singing assemblies for all pupils are designed to extend the knowledge and skills of the music curriculum. |
| **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 in most classrooms for most children across the school.  The school plans to target students eligible for pupil premium and supports these students to engage in musical opportunities and tuition through this funding.  The school provides additional support though resources to enhance accessibility for pupils with SEND.  Most teachers and staff know when and how to adapt lessons appropriately using approaches which enable pupils to be taught effectively.  Students have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.There is a dedicated space for music in the school. There are 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 school.  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 the local community through choir events.  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 (arts); as a result, music is an 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 across the school. * 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 access to alternative instruments where necessary. * 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. * Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages. * A wide range of tuned and un-tuned instruments and technology is available for use. 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 school 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 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 the school 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 music webpage on the school website contains information about ell music opportunities and events and is regularly updated. * Music events are shared and celebrated through the school’s Instagram account. * The Music Lead has produced a leaflet to inform parents about the whole school music offering which serves to target hard-to-reach families who may be from disadvantaged backgrounds. |