



SCHOOLS MUSIC DEVELOPMENT PLAN

[Document subtitle]



The Music
Education Hub
for Liverpool

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Context

On the 25th of June 2022, the government published its updated [National Plan for Music](#). This document outlines an expectation that...

*'In partnership with their music hub, we would like every school (including multi-academy trusts) to **have a Music Development Plan** that captures the curricular and co-curricular offer and sets out how it will be staffed and funded.'*

The deadline for the first edition of this document is September 2023.

Update: On 15th May 2024 DfE announced all schools must publish their School Music Development Plan on their website by 1st September 2024

Aim

The School Music Development Plan should set out how the school will deliver high quality music provision for all pupils in the three areas of curriculum, co-curricular and enrichment. This document will enable you to reflect on your current music provision, to celebrate success and to identify areas of development. It should set out how your school delivers its music curriculum and ensures the following expectations are in place:

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

Outcomes

1. To enable schools to engage critically with their music offer.
2. To feed music into wider school improvement.
3. To open a constructive dialogue with music hubs, both to enhance in-school provision and to connect pupils to broader opportunities.
4. To publicise schools' music offer, including on the school website, so that pupils and parents have a good understanding of what to expect.

School Music Development Plan

To help you to complete this development plan, the following documentation may be useful:

- [**The power of music to change lives - A National Plan for Music Education**](#)
- [**Research Review Series - Music**](#)
- [**Model Music Curriculum**](#)
- [*Resonate Sounds – A framework for Whole Class Instrumental Tuition*](#)
- [**School Music Development Plan – DfE summary template**](#)

This template has been created by Resonate with the intention of supporting schools in creating a School Music Development Plan.

We understand that you may wish to take only a few elements from this form, and that not all aspects of it will be suitable for your setting. Please feel free to take what you need from this form; it is intended to help support the development of music in your school.

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The following tables illustrate the ideal standards of music delivery in schools, and allow you to describe your current standard, and define areas for improvement.

Area of provision	What we are currently doing	Area for development: <i>make</i>	Action to be taken and
Curriculum	well at in this area: *Evidence of practice.	<i>them SMART (specific, measurable, achievable, relevant, time-bound).</i>	deadline date:
We have embedded a high quality, ambitious music curriculum throughout our provision, covering progression within the national curriculum. This includes planned assessment throughout the year to track progress, using a range of methods.	<i>Years 1 - 6 are following Cusp Curriculum. Children are offered access to a range of genres throughout the curriculum and learn a range of musical skills such as notation, composing and improvisation. Some planned assessment is evident through Seesaw.</i>	<i>To audit current delivery in Music to identify staff needs and use this to inform future training. Enhance evidence platform and use assessment opportunities and evidence of teaching and learning.</i>	<i>E.g: Summer 2025 in preparation for the next academic year.</i>
Our curriculum is fully inclusive and can be accessed by all pupils. Every staff member has knowledge of all pupil needs.	<i>Visiting Music specialist met with SENCO and discussed specific needs to ensure the curriculum can be accessed by all.</i>	<i>Ensure any children who may have a physical disability are able to access musical instruments that are offered.</i>	<i>Summer 2025.</i>
Our curriculum includes listening examples from a wide range of cultures and traditions.	<i>We attend virtual concerts delivered by Resonate with live musicians and the opportunity to speak to them. We have weekly whole school singing which covers a range of genres. Weekly song in assembly covering a variety of genres and cultural backgrounds which are selected from the recommended repertoire in Model Music Curriculum.</i>	<i>Ensure all classes are accessing live musicians that are offered.</i>	<i>Termly.</i>
We have timetabled curriculum music of at least one hour each week of the school year (KS1 to KS3).	<i>Music is timetabled each week for every class in KS1 and KS2 and everyone should be following CUSP curriculum.</i>	<i>Timetable extra music experiences such as singing assemblies and performances.</i>	<i>Summer 2025.</i>

Co-curricular			
<p>We have provided EYFS/ KS1/KS2 access to instrumental opportunities. We have also provided KS2 access to instrumental lessons. (Whole class instrumental music sessions, opportunities to continue on from whole class instrumental sessions e.g. small group/1:1 tuition). (Visiting specialist musician/class teacher willing to teach a small group). KS4&5 as appropriate to exam board expectations.</p>	<p><i>See planning</i> <i>All children are offered access to instrumental opportunities throughout lessons such as glockenspiels and keyboard.</i></p> <p><i>We have a weekly choir delivered by a music specialist and opportunity for children to learn Ukulele which is also delivered by a music specialist.</i></p>	<p><i>Encourage more able and eager pupils to attend Resonate after school on a Wednesday.</i></p> <p><i>Look into a specialist musician who can offer small group instrument lessons.</i></p>	<p>Summer 2025.</p>
<p>We have provided access to singing opportunities within the curriculum and singing assemblies for students in KS1-4.</p>	<p><i>Pupils receive singing opportunities in every music lesson.</i> <i>Singing assembly provides opportunity for pupils to sing in larger groups.</i> <i>Song of the week during every Monday morning assembly.</i> <i>KS2 access iSing.</i></p>	<p><i>Explore partnership with Liverpool Youth Gospel Choir through Resonate.</i></p>	<p>Summer 2025.</p>
<p>We have identified children who are entitled to pupil premium funding. We have opened up opportunities for these children to access instrumental and vocal tuition.</p>	<p><i>Speak to Jill?</i></p>		

Musical Experiences			
We have established a school choir and/or vocal ensemble along with planned performances.	<i>We have two school choirs, KS1 and KS2. Ukulele club delivered by a Music specialist. Weekly singing assemblies.</i>	<i>Expand choir looking at alternative days to encourage more pupils. Recruit more pupils for choir, KS1 children coming into KS2.</i>	<i>Termly.</i>
We have established a school ensemble/band/group along with planned performances. We ensure that parents are aware of the opportunities available to students both in school and in the area.	<i>RMS offered to all pupils and parents are encouraged to take their pupils. Ukulele is offered to KS2. KS2 choir perform at Christmas concerts and have termly performances.</i>	<i>Continue to promote pupils going to Resonate Music Studios. Possibly transport some pupils to Resonate on a Wednesday Evening.</i>	<i>Termly.</i>
We have arranged a space for rehearsals and individual practice in school.	<i>Classrooms are used for clubs, hall is used for weekly choir club and singing assemblies.</i>		<i>Termly.</i>
We have termly school performances.	<i>End of term choir and club performances. KS1 and KS2 whole school performances through singing assemblies. Year 6 performance at the end of the year. Christmas performances from all classes every year. Class assembly performances throughout the year.</i>	<i>Continue with what is already on offer.</i>	<i>Termly.</i>
We have organised opportunities for the children to enjoy live performance at least once a year. We embrace a variety of musical genres and	<i>We access the Resonate online concerts which include 6 lives performances a year. We had a live singer during this year's career fair which all children then had the</i>	<i>Access Liverpool Philharmonic tickets for the upcoming year.</i>	<i>Summer 2025.</i>

styles to allow students to access a diverse cultural experience.	<i>opportunity to watch a live performance.</i>		
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Extras:			
<p>Our music coordinator / music head of department attends high quality CPD and then shares learning and resources to the staff team. The music lead feels confident that the music being taught in school is consistent with the agreed SoW.</p>	<p><i>Partnership with music hub is established. Resonate has made the Music lead aware of any high quality CPD throughout the academic year to access.</i></p>	<p><i>Arrange lesson observations for each year group. Offer CPD to all staff to ensure high quality teaching of Music.</i></p>	<p><i>Termly.</i></p>
<p>Our Budget sufficiently covers costs for instrumental resources, staffing(internal and visiting), curriculum subscription, live music opportunities and staff CPD.</p>	<p><i>For example you might like to Include details of budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, ICT for websites and software for music-making, and subscriptions. Consider how PPA time might be used. Plan CPD.</i></p> <p><i>Resonate secondary investment fund.</i></p> <p><i>LAC funding.</i></p>	<p><i>Meet with staff and visiting music teacher to discuss any resources needed and ways to raise money via PTA to fund this.</i></p>	<p><i>Summer 2025.</i></p>
<p>We have strong partnerships with our local music education hub, Resonate, attending network meetings throughout the year.</p>	<p><i>Strong partnership with Resonate.</i></p>	<p><i>Attend planned network meetings.</i></p>	<p><i>Termly.</i></p>

<p>We invest in establishing partnerships with local early years providers, parents of preschool children via parent and toddler groups, other schools in our area, sharing resources and good practice and local secondary schools, preparing for transition.</p>	<p><i>For example you might include a yearly timetable of events; your school website might include a leaflet to inform parents about the whole school music offering; how social media might be used. Consider what you will do to maintain musical engagement around the transition from Year 6 to Year 7, including any communication you will make with local secondary schools - concerts / sharing/workshops.</i></p>	<p><i>Click for an example from Lakeside Primary school.</i></p>	<p>July 2023.</p>
<p>We value our partnerships with local arts organisations and we are working towards arts mark and Music Mark accreditation.</p>	<p><i>Strong partnership with local Music hub to improve the quality of Music being delivered.</i></p>	<p><i>Set up meeting with head to discuss students entering Arts Award this year.</i></p>	<p>Summer 2025.</p>
<p>Is there a value placed on music across the school, from SLT downwards, and how does this impact on attitudes of all staff to music? Is there a culture of appreciating and valuing music?</p> <p>Score this from 1 to 4, with 1 being the highest and 4 being the lowest.</p>	<p><i>For example; Our Leadership Team promote music as being a central aspect of our schools' curriculum and culture. Music is celebrated and supported in all key stages, time and resources are carefully allocated and opportunities to progress in music are well planned.</i></p>	<p><i>Send out questionnaire to staff asking them to complete questions covering their confidence levels, general attitude to teaching music, asking for suggestions as to how we can improve this, etc.</i></p>	

Other aspects of musical success in our school:

Autumn term / Spring term / Summer Term.

Number of PP students accessing instrumental and vocal co-curricular opportunities;	Number of SEND students accessing instrumental and vocal co-curricular opportunities;
Number of students accessing our school choir (boys/girls/SEND/PP/LAC).	Number of students accessing our school ensembles (boys/girls/SEND/PP/LAC).
Number of students accessing instrumental/vocal lessons	Number of students performing once a year (boys/girls/SEND/PP/LAC)
Number of students accessing live music	Number of looked after children accessing any extra music sessions; (Extra funding available)

Highlights/successes

Any other things your school does to support music? *e.g. Arts Mark, music mark membership, events, festivals, workshops, instrument loans, funding bids*

- Arts Mark
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Next steps: If you could give two stars and a wish for how to improve music education in your setting, what would they be?

1. High quality teaching of Music following the CUSP curriculum.
2. School Choir who attend a range of singing events throughout the year.
3. CPD for all staff arranged with a Music specialist from Resonate.

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