



Bleasby CofE Primary | 2023/24

Music Development Plan



Date of adoption: April 2023

Review: July 2024

Lead for this plan: Russyn Cast

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

School Improvement Plan

Curriculum Policy

Charging policy for extra-curricular activities

Remissions policy (if separate to the charging policy)



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Bleasby CofE School - Music Plan

Curriculum Music

Area	What happens now	What we would like to see	Link to actions
Overview – Aims of the curriculum	<p>Through our teaching of music, we aim for all children to: Leave primary school with a love of music and with the basic skills to enable them to take part in appreciating, playing and or composing music in their future lives. We aim for all children to find joy and calm in music. Our value of Achievement is highlighted in performance and Belonging & Caring through playing and appreciating together and performing for others.</p> <p>At Bleasby we use the Charanga, Oak Academy and Mr Quaver schemes, added with music linked to our enquiries to cover performance, composition and appraising music, ensuring coverage of National Curriculum requirements.</p> <p>Children have access to digital composition programmes via Purple Mash</p> <p>The school has a good variety of percussive instruments available to the children.</p> <p>Children receive verbal feedback on their performances from both the teacher and their peers.</p>	<ul style="list-style-type: none"> Consistency of approach through commitment to Charanga as the scheme, enhanced with music linking to the enquiry question. 	<p>Ref number of relevant action(s)</p> <p>A1</p>
		<ul style="list-style-type: none"> Purple Mash music unit built into a specific term as part of the music provision 	<p>A2</p>
		<ul style="list-style-type: none"> Instruments easily accessed and displayed. Being used regularly by children. 	<p>A3</p>



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Area	What happens now	What we would like to see	Link to actions
	<p>Children are given opportunities to perform and watch others' perform on a regular basis.</p> <p>All children sing together daily. Dancing to music is included in the weekly play leader lunchtime activities.</p> <p>Impact:</p>	<ul style="list-style-type: none"> • Clear direction on assessment using reference to the Charanga scheme. • More frequent & wider range opportunities built into the year – Arts Week, Evening Concert, Hazelford Ferry 	<p>A4</p> <p>A5</p>
EYFS	<ul style="list-style-type: none"> • Children sing routine songs, nursery rhymes and maths songs every day. • Children have a 'Mr Quaver' music lesson each week. • Children listen to music linked to their enquiry question. • Children learn songs to perform for parents or the school each term. 	<ul style="list-style-type: none"> • Increase use of instruments through easier access and purchase of glockenspiels. 	A3 & A6
KS1 & 2	<ul style="list-style-type: none"> • Music is taught by class teachers. • Teachers use a combination of Charanga, Oak Academy & Mr Quaver. • Children listen to music linked to their enquiry question. • Children learn songs to perform for parents or the school each term. 	<ul style="list-style-type: none"> • Consistency of approach through commitment to Charanga as the scheme, enhanced with music linking to the enquiry question. • Purple Mash music unit built into a specific term 	<p>A1</p> <p>A2</p> <p>A3 & A6</p>



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		<p>as part of the music provision</p> <ul style="list-style-type: none"> • Increase use of instruments through easier access and purchase of glockenspiels. 	
Assessment	<ul style="list-style-type: none"> • Children receive verbal feedback on their performances from both the teacher and their peers. 	<ul style="list-style-type: none"> • Clear direction on assessment using reference to the Charanga scheme. 	A4
Opportunities to experience live music performance	<ul style="list-style-type: none"> • Each year group presents one school production per year, including songs and dances. • Older choir children take part in the Young Voices concert, both performing and enjoying professional performers. • Choir perform at a range of events, with different combinations of children based on the event. • Students from The Minster come and perform to the school yearly. 	<ul style="list-style-type: none"> • Increase regular opportunities for the choir. • Hold an annual concert for parents featuring children who have instrumental lessons. • Build visiting performers and opportunities for other children to perform in Arts Week. 	A5
SEND	<ul style="list-style-type: none"> • All SEND children currently take part in music sessions in class. 		



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Extra-curricular and Co-curricular Music

Area	What happens now	What we would like to see	Link to actions
Overview	<p>Choir – led by volunteer governor, supported by music lead (free) Recorders – led by volunteer governor (free)</p> <p>Violin & keyboard tuition – led by Inspire (parent paid or pupil premium) Drumming tuition – led by DCP (parent paid or pupil premium) Guitar tuition – led by Create (parent paid or pupil premium)</p>	<p>Development of recorder group</p> <p>Dance club</p> <p>An end of year concert so that parents can see their children's progress. Opportunities for children to perform to their peers in Arts Week</p>	<p>A7</p> <p>A5</p>
Singing	<ul style="list-style-type: none"> • Weekly Worship through Song: led by HT & ST, • Daily singing in collective worship: led by teachers or HT • Songs learnt for yearly performances (all year groups): led by class teachers • Songs learnt for Harvest, Christmas, Easter and End of Year services: led by HT and ST • Songs learnt to accompany the enquiry or to reinforce routine/learning: led by class teachers. • Songs learnt for community events led by volunteer governor 	<ul style="list-style-type: none"> • Increase confidence in singing for class teachers by use of Charanga programme, 	<p>A4</p>



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Area	What happens now	What we would like to see	Link to actions
	All songs are accompanied by backing track. Some hymns are accompanied by the organ in church. Where possible, songs supported with Makaton signs,		
Instrumental	A small group of children are taking part in a recorder club run by a volunteer.	Development of the club to increase participation and build on skills	A7



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Leadership

area	what happens now	what we would like to see	link to actions
Governing body	Lead Governor for Music Leads both choir and recorder club Meets with music lead to discuss practice and action planning	Governor roles are changing. This is likely to become a role closely aligned to the SIP rather than subject specific. Music will be a priority on the 23/24 SIP	
Senior Leadership Team	The head teacher, Russyn Cast is also the Music Lead The headteacher teaches Music to Y2/3 which enables her to see how developments can be put into practice in the classroom.		
Subject leadership	The head teacher, Russyn Cast is also the Music Lead The Music Lead monitors provision and consults staff re confidence.	Complete a knowledge progression map for Music Attend the Music Network Attend Charanga training Lead training for staff Complete Intent and Implementation Plan for Music	A8



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Budget

area	what happens now	what we would like to see	link to actions
Budget for Music	If known		
Music income	<p>Charges for Inspire Tuition are collected by the school via SchoolMoney</p> <p>Charges for DCP and Create are collected directly by the companies</p> <p>Children in receipt of Pupil Premium are offered the opportunity for music tuition.</p> <p>Parents are asked to pay for or provide transport to choir performances such as Southwell Christmas Fair. Pren</p> <p>All free opportunities are led by a volunteer</p>	<p>It would be of benefit to the school to have more volunteers or to have time to allow teachers run clubs to increase access.</p> <p>Purchasing a full set of tuned instruments (glockenspiels) gives a further opportunity for children to learn an instrument.</p>	<p>A7</p> <p>A6</p>



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Partnerships

Area	What happens now	What we would like to see	Link to Actions
Partnerships with schools	The Minster school bring groups to perform – this inspires our children	Opportunities to perform with the family or trust group of schools. More regular performances from Minster group or access to these	
Partnership or relationship with local music service or Music Education Hub	The subject lead attends the MLA music network The subject lead is booked to attend the EMEMH conference The subject lead receives regular emails from the music hub	The school will continue to look for opportunities to engage with and make the most of the music hub.	
Cultural partners for music	None		



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Accommodation and resources

Area	What happens now	What we would like to see	Link to Actions
Spaces for Music	<p>Class music lessons usually take place in the classroom as there is plenty of space available and a screen with sound.</p> <p>Lunchtime choir/recorder clubs take place in the mobile classroom</p> <p>Instrumental tuition takes place in the library or school hall.</p> <p>Rehearsals, performances and collective worship singing take place in the school hall.</p>	<p>A space in school that can be used for instrumental tuition that won't disturb other lessons.</p> <p>A space in school where instruments can be neatly stored and displayed</p>	A3
Resources available for Music	<p>Percussion instruments are stored in a trolley in the school hall.</p> <p>The school borrows a keyboard and a set of recorders from the music service at no cost.</p> <p>The school has a free subscription to Charanga and Mr Quaver and access free resources from Oak Academy.</p> <p>The paid subscription to Purple Mash includes musical composition software.</p>	<p>A space in school where instruments can be neatly stored and displayed</p> <p>A class set of glockenspiels</p>	<p>A3</p> <p>A6</p>



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Inclusion

Area	What happens now	What we would like to see	Link to actions
Special Educational Needs and Disabilities	All children in school currently take part in music lessons.	Monitoring to establish how well children are accessing music and how comfortable they feel taking part.	
Religion	Two parents of Muslim children have sat into a collective worship to see how it is run. Both stated that they were happy with this. Music and songs from other cultures and religions are included in relevant enquiries and when festivals are being celebrated.	Further embedding of music that links to enquiry questions and to RE	A1
Financial hardship	Where possible musical activity is provided free of cost. Children in receipt of pupil premium are able to receive free music lessons.	Extension to free provision (time/volunteers and resources allowing) Review uptake of music lessons by PP children	



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Progression

Music Education Hubs are only required to write an outline Progression Strategy for 2023/24. A Progression Strategy is also part of the School Music Development Plan but developing an outline for 23/24 seems reasonable, so that they can be refined in line with Music Hubs' full strategies next year.

Area	What happens now	What we would like to see	Link to actions
Progression opportunities	There is currently no formal system for passing musical information to secondary school, although this is included in the end of year report, which is passed on to the school. There is currently no provision to signpost children to out of school opportunities.	Will need to work with Minster Family and Music Hub to develop this.	
Pupil tracking	Current engagement out of school is not tracked. Reports on progress are given by peripatetic teachers.		
Strategy development	This is the first school music plan. It is anticipated that the next one (24/25) will be supported in direction by the music hub's progression strategy.		



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Objectives 2023/24

These are the headlines for things you want to do and achieve this year which will move Music at your school towards your vision. Examples are shaded grey. Do not even think of including an objective for every 'what we would like to see' comment. Perhaps 3-5 impactful objectives would be plenty. The vision should be something you work towards over several years and you must be fair to yourself when creating these objectives. What can you really achieve in a year on top of everything else you have to do? Of course, ideally the objectives in this plan would align with your performance management objectives.

1. **Have a clear and consistent approach to the teaching of music**
2. Improve space available for teaching of music and storage/display of instruments, to include purchase of glockenspiels
3. Increase the opportunity for performance and for watching performances

Action Plan

Actions here should mostly contribute to your objectives for the year and, of course, there may be more than one action needed to achieve one objective (or one action may contribute to several objectives). If there are actions to do with ongoing running of curricular or co-curricular Music that you want to capture here, even if they do not contribute to objectives, then do so of course.

action	link to objective	who	resources or cost	source	music hub support sought	complete by
1 Put together a knowledge progression map for Music using Charanga	1	Music Lead	Time	Free through music hub	Access training	June 23
2 Include Purple Mash unit on music composition into curriculum overview	1	Music & Computing Leads	Purple Mash subscription	n/a	n/a	June 23



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action	link to objective	who	resources or cost	source	music hub support sought	complete by	
3	Create music space in the mobile classroom, with instruments displayed and stored.	2	Music Lead	Time	n/a	n/a	Sept 23
4	Identify an effective way to carry out assessment using the Charanga resource or hub recommendations	1	Music Lead	Time	Free through music hub	Access training	June 24
5	Plan additional performance opportunities built into the year – Arts Week, Evening Concert, Hazelford Ferry	3	Music Lead & Governor	Time	Local volunteers Instrument tutors	n/a	Sept 23
6	Purchase a class set of glockenspiels	1,2,3	Music Lead	£300	BSFA	Use of charanga to teach	Sept 23
7	Build on the existing recorder group to have a group building on skills and a starter group	3	Music Lead & Governor	Time Recorders Programme	Inspire – recorders Charanga - programme	Recorders Charanga	July 24
8	Complete a knowledge progression map for Music Attend the Music Network Attend Charanga training Lead training for staff Complete Intent and Implementation document for Music	1	Music Lead	Time		MLA network EM Music Hub conference	Jun 23 May 24



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Timeline (live and subject to change)

Date	Title or Type
June 23	First instrumental concert
July 23	Y5/6 Production
July 23	Leavers' Service
Sept 23	Website update
Dec 23	Choir to Hazelford Ferry
Dec 23	Christmas performances
Dec 23	Choir performances at Southwell Christmas Market
Dec 23	Carol concert
Dec 23	Carol service
Feb 24	Young voices concert
March 24	Choir to Hazelford Ferry
March 24	Easter Service
May 24	Arts Week concerts and performances. Whole school recording 'I Wish'
June 24	Instrumental Tuition concert
July 24	MITRE concert (choir)
July 24	Y5/6 Production
July 24	Leavers' service



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CPD Plan

See questions and prompts on page 2 of the instructions to help you think about these. Again, the first item, shaded grey, is an example.

requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when
Keeping up to date with music developments	Music Lead	Objective 1	Music network	MLA	-	Termly
Training in use of charanga at 5/6	Y5/6 staff	Objective 1	Modelled lessons	Music Lead	time	Autumn Term
Training in music teaching	teachers	Objective 1	Staff meeting	Music lead	none	Termly



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Evaluation and progress tracking

We will know that this plan is working if all children have engaged in playing music and have listened to others perform.

We will know that this plan is working if

Progress updates

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective 1	Charanga being used across the school	Glockenspiels purchased and in use in most classes	Input for Y5/6 following decision to teach from an earlier year group in charanga to plug gaps			Intent and Implementation completed.
Objective 2	Mobile classroom and instruments reorganised. Accessibility improved					
Objective 3		First choir performance at Hazelford nursing home very well received	Second choir performance at Hazelford nursing home very well received		Arts Week early morning performances engaged in very enthusiastically children listened well.	



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					Whole school performed for MITRE single.	