



School Music Development Plans

This document includes our trust-wide plans for music in our schools followed by a school-specific plan

DDAT's vision is to build a better future for all within our academies who in turn will positively impact their communities and we believe that music contributes to the development of this.

Our plans are developed in response to the vision of the National Plan for Music Education:

'to enable all children and young people to: learn to sing, play an instrument and create music together.
have the opportunity to progress their musical interests and talents, including professionally



The power of music to change lives:

A National Plan for Music Education



School Music Development Plan for Darley Churchtown C of E Primary School Name of Lead Music Teacher: Sophie Preston Email: spreston@darleychurchtown.derbyshire.sch.uk

School Year 2024-25

DfE features of high-quality school music provision	Current provision	Planned development over the next 2 years	Possible Music Hub Support	Progress/What's next?
1. Curriculum provision	All schools have a music curriculum that compares to the aspirations of the Model Music Curriculum. Music provision in all schools is reviewed Autumn term 2024	All children in DDAT schools to have 1 hour of music curriculum teaching. School music curriculums to be reviewed by lead music teachers and support offered for those schools who need to develop their offer.	CPD for schools who do not feel confident in their delivery of the music curriculum	
2. Whole class instrumental teaching	Most schools have whole class instrumental teaching in at least one year group	All schools have whole class instrumental teaching	Music Hub can offer whole class programmes or training for class teachers to deliver whole class instruments such as handbells for example	
3. Access to lessons across a range of instruments and voice	Most schools offer instrumental teaching on individual instruments or small groups e.g. Rocksteady	All schools have an offer of instrumental teaching either individually or in small groups. Increasing	Music Hub to signpost accredited teachers and the range of subsidies they offer to support pupils access these	

		numbers of pupils access these opportunities		
4. Develop a school/vocal ensemble	Most schools have a school vocal ensemble that meet regularly	DDAT explores opportunities for combined singing event	Support from Hub Singing Team	
5. Develop a school ensemble/band/group	Most schools have an instrumental group that make music beyond their whole class lessons	All schools to offer instrumental ensemble opportunities	Music Hub can support with the setting up of instrumental ensembles	
6. Provide space for rehearsals and individual practice	Most schools have an area where individual and small group teaching can take place	All schools have an identified area where pupils can practice their instruments		
7. Develop a termly performance	All schools have at least one performance per year	All schools have more than one performance opportunity in the year		
8. Provide opportunities to enjoy live performances at least once a year	Most schools enable pupils to hear live music-making	DDAT builds a record of approved live musicians	Hub to make recommendations	

Trust-specific requirements	Current provision	Planned development over the next 2 years	Possible Music Hub Support	Progress/What's next?
Music Development Plan and summary	Some schools have created their Plan with clear targets for development	All schools to have created a Plan with opportunities for review built in. They will also have published a summary document, as requested by the DfE	Curriculum and Lead School support available	
Professional Development	Trust-wide music network meetings take place twice a year	More music leads attend network meetings		

The following pages are for individual schools to create their bespoke Music Development Plans with question prompts to guide your thinking on pages 7-9

School Music Development Plan for Darley Churchtown Primary School Name of Lead Music Teacher: Sophie Preston Email: spreston@darleychurchtown.derbyshire.sch.uk

School Year 2024-25

DfE features of high-quality school music provision	Current provision	Planned development over the next 2 years	Possible Music Hub Support	Progress/What's next?
1. Curriculum provision	Music is timetabled for 1 hour in KS1 and KS2 and ½ for EYFS. The school has accessed wider opportunities over the past 4 years – ukulele, djembe drums and steel drums at KS2 however, it has been decided that in 2024-2025, the staff will deliver the music curriculum. The school uses Charanga as its core scheme with adaptations/additions. It is recognised that Charanga is a good scheme which covers the 4 key areas of	Music lead to support the delivery of the Charanga units in KS2 to ensure progression of skills within the unit and across the year – team teaching. Music lead to look for opportunities to utilise other resources to support the delivery of music e.g. whole class handbell teaching. Further opportunities for composition, recording	Support music lead with ensuring there is correct progression of skills at KS2. Support for ideas with composition/opportunities for wider use of technology	Next: review of teaching sequence: speaking with the children and then with staff re: content and impact. Next: review teaching of notation in partnership with the music lead for All Saints CE Infant and All Saints CE Junior. Next step: use the allocated INSET and staff training time to help colleagues assess the children's attainment in music.

	music, as stated in the Model Music Curriculum, Singing, Performing, Composing/Improvising and Listening but relies on staff making adaptations to ensure clear progression/coverage. The music lead has an understanding of the building blocks of music learning and has attended Charanga online training for the revised curriculum (Sept '23) A long term music curriculum plan has been established across the partnership of schools. The music curriculum is established in EYFS and KS1 and adults have the skills and knowledge to deliver this confidently. In KS2, teachers have been supported by external specialists to deliver the	and playing back/evaluation. Establish a consistent/progressive approach to notation/rhythm (with reference to the Derbyshire music partnership notation). Provide further opportunities for listening/appraising music – weekly assembly music to be introduced by music lead. Music lead to be working across 3 small schools, sharing expertise and resources. Develop assessment approaches to support our Matlock and Dales assessment strategy (core knowledge)		Next: Support colleagues in using this to inform next steps.
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	curriculum. In the academic year 2023-2024 Charanga units were allocated for terms when the school wasn't receiving support from wider ops. Previously, the music lead has supported previous members of staff to deliver the music curriculum through team teaching. Further opportunities are provided for singing. In upper KS2, children take part in Young Voices (every two years), to experience singing a wider range of songs and to experience performing to a wider audience. Singing assemblies take place twice a week. Hymns/songs are chosen to support the school's assembly themes/focus value.	Music lead to review resources available to deliver Charanga units.		
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	The school has a range of untuned percussion instruments. Three years ago, the school purchased glockenspiels to support whole class teaching. The school also has sets of handbells. The music lead delivers an after school handbell club in the Autumn term. Charanga builds in music from a wide variety of musical styles, genres including a diverse repertoire from across the world to listen to and appraise. Charanaga has the facility to use technology to create music. Children are encouraged to record themselves singing, playing and making music and play it back to help with self-evaluation (use of ipads)			
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2. Whole class instrumental teaching	The school has accessed wider opportunities over the past 4 years – ukulele, djembe drums and steel drums at KS2 however, it has been decided that in 2024-2025, the staff will deliver the music curriculum. There has been positive feedback from staff about the CPD opportunities that were given by watching an expert teach. The music lead was provided with a music plan from wider opps. The musical skills document provided fed into our long term curriculum plan. Children with SEND have been able to access the programme (adaptations to include simpler rhythms, visual cues)	To review the support offered by specialist music teachers. Consult pupils/parents on further opportunities for learning an instrument. Provide further opportunities to play an instrument e.g. whole class handbells, recorders	Music hub to provide ideas/support for teachers in delivering whole class instrument teaching.	
3. Access to lessons across a range of instruments and voice	During 2023-2024, all KS2 children had access to wider	Consult pupils/parents on further opportunities for learning an		Next steps: amend parent survey to

	ops and over the past 4 years – ukulele, djembe drums and steel drums in KS2. All children including PP children are given the opportunity to attend handbell club. All upper KS2 children including PP children will learn songs for the ‘Young Voices’ choir event 2025 and will be transported to the event in Sheffield. We are working in collaboration with one of our partner school St Giles.	instrument and explore possible peripatetic music tuition (Parent survey). Look into using PP funding to support tuition Provide further opportunities to learn an instrument e.g. recorder		include reference to musical tuition.
4. Develop a school/vocal ensemble	Every other year, our Year 5 and 6 children (approx. 30% of our school) take part in the Young Voices event. The songs are challenging and include part singing and songs that include a range in pitch. The songs represent diversity of musical genre and culture.	Music lead to be working across 3 small school, sharing expertise, resources and to align the curriculum.		

	At the event, the children perform as part of a large ensemble. There is the opportunity to listen to live music from guest artists which supports our curriculum/vision for music. EYFS/KS1 children perform songs to their peers (KS2) and parents as part of their nativity performance. During the Easter service, KS 1/EYFS children perform songs to their parents and community. At both of these events, children are encouraged to sing with an awareness of dynamics and style. KS2 perform a play at the end of the year to both KS1 children and their parents. Opportunities are provided for children to perform solos			
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	and in small groups and children are encouraged to perform with an awareness of audience/genre/style Children perform hymns/songs in celebration assemblies which are well attended by parents/grandparents/carers. Previously, the music lead has set up a choir who have performed songs in the church at Christmas time.			
5. Develop a school ensemble/band/group	Children in KS2 have had the opportunity to learn a range of instruments and perform to parents. A range of styles has been studied including those from other cultures. This is built into the curriculum constituting the performance element alongside the Charanga units. The music lead has delivered an after school handbell club in the autumn term . The children work towards a	Expand the range of instruments available to learn.		

	performance in the church at Christmas for parents/the community. Last year, approx. 20% of the school attended the after school handbell club. The children learn simple rhythms and start by learning basic tunes. By the end of the block of session children are performing tunes that include several children playing together and use a range of rhythms.			
6. Provide space for rehearsals and individual practice	Whilst accessing DCC wider opps, classrooms/ the hall was used to teach in. Children weren't able to take the drums/steel pans home. Children were encouraged to take the ukuleles home to practise and generally they were well looked after.	Consult pupils/parents on further opportunities for learning an instrument and explore possible peripatetic music tuition. Look into using PP funding to support tuition.		

	Instruments were stored safely.			
7. Develop a termly performance	Our KS2 children perform songs to parents and the community at The Harvest Festival, Christmas and Easter as part of church services. KS2 perform for the residents at the local Residential Home at Christmas time. At the end of the summer term, KS 2 children perform songs as part of their summer play. As part of the wider opps, children have performed to their parents at the end of the unit of lessons. Our EYFS children perform songs as part of the Christmas Nativity and Harvest and Easter services.	Make links with the local secondary feeder school to widen opportunities to see performances.		

	KS1/EYFS also invite parents into school to 'play and stay' once a term. Children perform songs to their parents as part of this. We are working in collaboration with one of our partner school St Giles and plan to share resources, expertise and transport to the Young Voices Event 2025.			
8. Provide opportunities to enjoy live performances at least once a year	All children go to watch the pantomime annually. This year we are going to the historic venue - Buxton Opera House. At the Young Voices event, Y5s and Y6s listen to live music from guest artists. A part of some church events, an organist performs. Previously peripatetic teachers have performed for us.	Make links with the local secondary feeder school to widen opportunities for pupils/teachers to perform for us. Contact parents to see if there are any musicians available to perform.		

