

Music DEVELOPMENT PLAN, 2022/24

Summary

	Greensand Vision	Objective
1	Helping every child step into their Greatness	To increase enjoyment in Music so that: average enjoyment, as graded by the pupils, increases by at least 5% over 2022-2023
2	Helping staff step into their Greatness through collaboration, support and challenge	To continue improving pedagogy so that pupils engage more and learn more
3	Helping staff step into their Greatness through collaboration, support and challenge	To improve the teacher's subject-specific knowledge and her expertise in teaching music and this age group so that children acquire both disciplinary and substantive knowledge and skills
4	Growing Great Schools that are even better tomorrow than they are today	To plan the development of a dedicated music learning environment so that children's learning, engagement and enjoyment are maximised.

Objective 1	<p style="text-align: center;">To increase enjoyment in Music so that: average enjoyment, as graded by the pupils, increases by at least 5% over 2022-2023</p>						
What needs to change? eg. teacher behaviour, children's behaviour, attainment, curriculum, leadership?	Implementation process	Implementation Outcomes for Year 1 How will you know it is working?				Final outcomes	Lead
		Autumn milestones	Spring milestones	Summer milestones			
<p>Review the Yattendon Music curriculum to bring it in line with the New Model Music Curriculum. This will require a 4 year period of development as the new curriculum rolls through the school.</p> <p>Pupil attitudes to music to become more positive.</p> <p>Music to be more highly and overtly valued by the school and the class teachers.</p>	<p>Gather and analyse pupil voice & staff voice to feed into curriculum development.</p> <p>Research current government policy and best practice in music teaching and development at KS2</p> <p>Develop baseline for Year 3 Music</p> <p>Development a clear pathway for the development of musicianship, and musical knowledge and understanding, using a spiral model, in line with best practice.</p> <p>Develop appropriate assessment and recording methods.</p> <p>Research and develop ways to motivate pupils in their learning of music.</p> <p>Explore ways to embed the music curriculum within the whole school curriculum.</p> <p>Ensure opportunities to support the development of literacy and numeracy are included within the music curriculum across all year groups and units.</p> <p>Research and explore ways to engage all pupils in practical music and ensembles</p> <p>Explore the integration of the science of music into the music curriculum as appropriate for the age group.</p> <p>Explore ways to use IT effectively to support learning and engagement in music</p>	<p>Gather baseline data from pupils and analyse.</p> <p>Trial Charanga baseline measure for Y3.</p> <p>Trial using Charanga's version of the new model curriculum for Y3.</p> <p>System of rewards to be developed specifically for music, in line with school policy and procedures.</p> <p>Explore overall themes for the year group, termly or yearly as appropriate to provide a cohesive musical experience.</p>	<p>Introduce whole year group learning of melodic instrument for Year 4</p> <p>Introduce a Music Club for Year 5</p> <p>Visiting Music Group to come to the school.</p> <p>Explore, test and introduce pupils to Yumu (Charanga's online learning environment).</p>	<p>Year 3 curriculum evaluated and developed.</p> <p>Visiting Music Group to come to the school.</p> <p>Assembly used for musical performances by the pupils.</p> <p>Gather end of year data from pupils and analyse.</p>		<p>Assessment data 77% ARE across the school in each year group.</p> <p>Pupil voice demonstrates a 'love of reading' culture across the school.</p> <p>Evidence of quality texts driving reading and writing within trialled year groups.</p>	

	and provide opportunities for all pupils both within and beyond school.	Autumn monitoring	Spring monitoring	Summer monitoring			
	<p>Explore and develop other cross curricular links and opportunities</p> <p>Explore ways to promote music and musical involvement beyond timetabled lessons.</p> <p>Develop knowledge organisers</p> <p><u>Communicate</u> vision for music DP to staff and create a whole school picture for leaders.</p>	<p>Pupil voice</p> <p>Pupil work</p> <p>Class teacher/LSA feedback</p>	<p>Pupil voice</p> <p>Pupil work</p> <p>Class teacher/LSA feedback</p>	<p>Pupil voice</p> <p>Pupil work</p> <p>Class teacher/LSA feedback</p> <p>Data collection</p>			

Objective 2	To continue improving pedagogy so that pupils engage more and learn more					
What needs to change? eg. teacher behaviour, children's behaviour, attainment, curriculum, leadership?	Implementation process	Implementation Outcomes How will you know it is working?			Final outcomes	Lead
		Autumn milestones	Spring milestones	Summer milestones		
<p>Consolidation activities to be regular and appropriate to needs.</p> <p>Extension activities to be available and directed to those most able musicians.</p> <p>Knowledge organisers become fully integrated into the learning process, can be personalised as appropriate, and developed through a unit as skills and knowledge are accumulated.</p> <p>Instruction within lessons to be consistently precise with cognitive load managed effectively and frequent checks for understanding (adaptations or further explanation given if and when necessary)</p> <p>Lesson Objectives are clear and concise and support learning.</p> <p>Learning powers to be explored as they relate to music education, employed explicitly, encouraged and rewarded.</p>	<p>Knowledge Organisers to be developed alongside the new music curriculum.</p> <p>Resources for consolidation and extension activities to be researched and developed.</p> <p>Process for identifying pupils with significant potential in music to be explored and developed.</p> <p>Lesson Objectives to be developed alongside the new curriculum and to be clearly differentiated to ensure access and challenge.</p> <p>Explore ways to minimise lost time and maximise learning in the music classroom</p>	<p>Explore and trial approaches to aid retention for the half term that music lessons are not taught to lower school.</p>	<p>Develop assessment opportunities for music theory in Y3</p>	<p>Knowledge Organisers in place for Year 3</p> <p>Scheme of work in place for Y3 showing clear progression in musical skills and knowledge.</p> <p>Explore ways to ensure that LS music assemblies support the learning of music and are linked to the taught curriculum</p> <p>Gather pupil feedback about their learning in music.</p>		
		Autumn monitoring	Spring monitoring	Summer monitoring		
		Pupil voice Pupil work Class teacher/LSA feedback	Pupil voice Pupil work Class teacher/LSA feedback	Pupil voice Pupil work Class teacher/LSA feedback Data collection		

Objective 3	To improve the teacher's subject-specific knowledge and her expertise in teaching music and this age group so that children acquire both disciplinary and substantive knowledge and skills					
What needs to change? eg. teacher behaviour, children's behaviour, attainment, curriculum, leadership?	Implementation process	Implementation Outcomes How will you know it is working?			Final outcomes	Lead
		Autumn milestones	Spring milestones	Summer milestones		
JGU to develop her expertise in music and primary education to ensure effective teaching.	JGU to develop her knowledge of music education in primary settings through research, reading and opportunities for training. For example by exploring: 1) The New Model Curriculum documentation 2) statutory requirements for KS2 music 3) Best practice as recommended by Surrey Arts 4) Free webinars or online training appropriate to the current development plan for music 5) The opportunity to observe expert practitioners in the classroom 6) Opportunities to make contact with other primary music teachers 7) Opportunities to have peer input to improve practice within the primary classroom 8) Develop links with feeder schools	Lesson observations and feedback	Lesson observations and feedback	New Model Curriculum and Yattendon Music Curriculum aligned as far as possible (given reduced time allocation) for Y3		
		Autumn monitoring	Spring monitoring	Summer monitoring		
		Pupil voice Pupil work Class teacher/LSA feedback Lesson observations	Pupil voice Pupil work Class teacher/LSA feedback Lesson observations	Pupil voice Pupil work Class teacher/LSA feedback Data collection Lesson observations		

Objective 4	To plan the development of a dedicated music learning environment so that children’s learning, engagement and enjoyment are maximised.					
What needs to change? eg. teacher behaviour, children’s behaviour, attainment, curriculum, leadership?	Implementation process	Implementation Outcomes How will you know it is working?			Final outcomes	Lead
		Autumn milestones	Spring milestones	Summer milestones		
<p>A dedicated space for the teaching of music that promotes learning, enjoyment and engagement.</p> <p>Audit of all music equipment and resources to be completed to inform planning and insurance.</p>	<p>Trial music with no dedicated classroom, identify processes to make the system work as far as possible.</p> <p>Explore different facilities and environments for the delivery of music.</p> <p>Begin discussions with SLT with the aim of developing a dedicated music suite over a period of years.</p>					
		Autumn monitoring	Spring monitoring	Summer monitoring		