

RESONATE

SCHOOLS MUSIC DEVELOPMENT PLAN TEMPLATE

Supporting your school in writing your school music development plan



The Music
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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 – *Resonate Hub* example template

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.

PRIMARY

School: Our Lady Immaculate Catholic Primary School

Music co-ordinator: Rose Garrity

Head teacher: Cathie Sergeant

Date written: 18/06/24

Edition number: 1

Dates reviewed (To be reviewed every term)

Date	Date	Date	Date	Date	Date
16/07/24					

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 well at in this area:	Area for development: <i>make them SMART (specific, measurable, achievable, relevant, time-bound).</i>	Action to be taken and deadline date:
Curriculum	*Evidence of practice.		
<p>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.</p>	<p><i>Visiting music specialist has created her own music curriculum, based on the model music curriculum which we have been following for the last 3 years. We have created our own assess system where teacher receive the learning object for each week in advance, encouraging dialogue at the end of every lesson as to who is work beyond and below expectations. We have had meetings to assess the effectiveness of this system, we are looking forward to interlacing the Sing Up approach throughout our current curriculum. There are two particular points within the school year that Sing Up scheme will assess the children.</i></p>	<p><i>Become more familiar with the Sing Up scheme through staff CPD training</i></p>	<p><i>Autumn 24/25</i></p>
<p>Our curriculum is fully inclusive and can be accessed by all pupils. Every staff member has knowledge of all pupil needs.</p>	<p>Music special to liase with the school SENCO on how best meet the needs of all the children.</p>	<p><i>To discuss with class teachers about their new cohorts in September and what the needs are within there.</i></p>	<p><i>End September 2024 to meet with specialist music teacher, School SENCO and Mr Mendes</i></p>

	We are aware of the new cohort starting in September, needing extra support in their language and development.	<i>We have designated 15 minutes per week from the music timetable for music specialist to teach.</i>	
Our curriculum includes listening examples from a wide range of cultures and traditions.	<i>This will be laced throughout the Sing Up Scheme, we are aware we are phasing this in and teaching only one half as all teacher will shadowing specialist during lessons.</i>	<i>To shadow the music specialist for year and get to know website and resources.</i>	<i>Autumn 24/25</i>
We have timetabled curriculum music of at least one hour each week of the school year (KS1 to KS3).	Currently the children take part in music lessons with music special or half an hour with Mr Medes singing. Currently year 4 have half an hour per week strings lesson on top of previously discussed provision.	<i>The whole cohorts to attend half an hour per week singing.</i>	<i>Autumn 24/25</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>Currently unaware of the status of the whole class instrumental provision moving forward for year 4.</i></p>	<p><i>To speak with the head teacher around future whole class instrumental provision Ukelele with the Music specialist.</i></p>	<p><i>September 2024</i></p>
<p>We have provided access to singing opportunities within the curriculum and singing assemblies for students in KS1-4.</p>	<p><i>Mr Mendes timetables tabled in each week along music specialist teaching each week. For the Year group to attend the I-sing if possible.</i></p> <p><i>We entered Eurovision song contest through MFL and luck and came second place.</i></p>	<p><i>To attach timetables</i></p> <p><i>To discuss I-sing with headteacher</i></p>	<p><i>Autumn 24/25</i></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>To obtain the list of the PP/SEND children and get a pupil voice on the music they are interested in. Possibility of a singing afterschool club</p>	<p>To gain PP/SEND voice around what they would like to do.</p>	<p>Autumn 24/25</p>

Enrichment			
We have established a school choir and/or vocal ensemble along with planned performances.	<i>Currently school choir of 15 with planned performances.</i>	<i>To arrange a meeting with the Choir leader Mrs Bird</i>	<i>Autumn 24/25</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>Children have been encouraged across to attend event ran RMS.</i>	<i>Music specialist to promote RMS throughout lessons. Speak with Holy cross to see if we could split children between school to attend club. Or For teacher to walk a group weekly if possible to Notre Dame.</i>	<i>Autumn 24/25</i>
We have arranged a space for rehearsals and individual practice in school.	<i>The school can be timetabled in for children to practice.</i>	<i>Liase with the school hall timetable</i>	<i>Autumn 24/25</i>
We have termly school performances.	<i>Children across the school already given many opportunities to perform within the liturgical calendar.</i>	<i>To have a meeting to formulate a timetable to enable all children to perform.</i>	<i>Autumn 24/25</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 styles to allow students to access a diverse cultural experience.	<i>The children had the opportunity to watch the chinese new year performance brought to school. Year 6 performed to Year 1 samba</i>	<i>To speak music specialist and year groups to see what performances we could bring to school.</i>	<i>Autumn 24/25</i>

Extras:			
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.			
Our Budget sufficiently covers costs for instrumental resources, staffing(internal and visiting), curriculum subscription, live music opportunities and staff CPD.			
We have strong partnerships with our local music education hub, Resonate, attending network meetings throughout the year.	Year 5 attended Resonate at Notre Dame - Music workshop.	Year 5 to liase with resonate for the children attending workshops	June 2024

<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>We value our partnerships with local arts organisations and we are working towards arts mark and Music Mark accreditation.</p>	<p>Y3 will complete their Arts Awards this year.</p>	<p><i>Liase with the headteacher, year 3 teachers and visiting music specialist to enable the completion of the workbooks.</i></p>	<p><i>July 2025.</i></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>			

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*

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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. *Resources / tech/ Training/space.*
- 2.
- 3.

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