

Music Development Plan

School: Thomas Jones

Trust/local authority: Kensington and Chelsea

Local music hub: Tri-borough Music Hub

Music lead: Rachel Ogilvie

Headteacher: David Sellens

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Music Development Plan	
1 – Overall objective	<i>At Thomas Jones, we aim to foster a lifelong passion for music in every child. Our ambitious music curriculum is designed to provide inspiring, engaging, and inclusive musical experiences that enable all pupils to develop their musical potential, regardless of their starting point.</i> <i>Alongside the development of musical knowledge and skills, we want children to cultivate a deep and personal appreciation of music and its significance in their own lives and the lives of others. We aspire for pupils to approach music with curiosity, creativity, and respect, recognising the diverse roles that music plays across cultures, communities, and individual experiences.</i> <i>A high-quality programme of musical appreciation is central to achieving this vision. Through carefully selected listening opportunities, we expose children to a broad and diverse range of composers, performers, genres, traditions, and musical styles, including those beyond their existing experiences. This broad cultural exposure enriches pupils’ understanding of the world and develops their cultural capital.</i> <i>Our curriculum provides varied opportunities for children to perform, compose, listen, evaluate, and respond to music. Through these experiences, pupils develop critical engagement with music, learning to listen with increasing discrimination and insight while exploring and creating music of their own. By encountering both significant works from the musical canon and diverse contemporary and global traditions, children gain the knowledge, confidence, and enthusiasm to become informed and active participants in musical life.</i>

2 – Curriculum Music	Area	What happens now	What we would like to see
	<i>Overview</i>	- Charanga Music Scheme - Own intent and implementation documentation - Coverage of EYFS/KS1/KS2 NC objectives planned - Lessons delivered by class teachers - Weekly lessons - Assessed using tracking sheet and video evidence after each unit.	- Ensure weekly lessons are secured - CPD continue to be used to develop new and existing teachers' subject knowledge - Consistent use of video evidence across all year groups to aid assessment
	<i>Singing</i>	- Opportunities in every lesson to sing (charanga scheme) - Singing opportunities in assemblies – whole school, teachers, children performers, class performances, choir performances - Incorporation of music curriculum that includes songs from model music curriculum (listening list)	More opportunities for visiting singing groups/ workshops
	<i>Instrumental music</i>	- Every unit containing instrumental performance and composition opportunities (Charanga scheme) – glockenspiel and recorder - Video evidence used to record and assess	Further whole class instrumental opportunities – flute/African drums/ukulele delivered by music specialists
	<i>Technology</i>	Incorporated into music units – composition exercises (Charanga Scheme) whole class or on laptops	Class set of ipads to be used for garage band composition exercises
	<i>Opportunities to experience live music performance</i>	- Class trips to view live music performances – organised by music leader or class teacher - Weekly assemblies - School string recitals/ Christmas performances/ choir performances / class assemblies/ Year 6 productions/ RCM link up	- Continue to ensure trips to see live performances are planned for each year group, at least once a year e.g. opera house, royal college of music - Continue to organise assemblies and workshops for visiting musicians
3 – Extra – curricular and Co-curricular Music	Area	What happens now	What we would like to see
	<i>Overview</i>	- Peripatetic music lessons – viola/violin/cello/piano - Led by specialist music teachers at the London School of music 30 min lessons every week	- Additional instrument lessons. - New instruments to be purchased with funding e.g. flutes, ukeleles, guitars
	<i>Singing</i>	Singing assemblies led by music leader accompanied by both backing tracks and live accompaniment (Autumn term)	More opportunities for singing assemblies throughout school year

		• KS1 & 2 choir, staff choir (Autumn term) led by music leader • Performance opportunities both in and out of school premises – Christmas production/ carolling on Portobello rd/ performing in local retirement home / school fair performance • Participation in local community choir - NHP	• More opportunities for ‘out of school’ performances
	<i>Ensembles</i>	• String ensemble led by music specialist with children who receive peripatetic music lessons	• More opportunities for children to perform during the school year – school assemblies (timetabled)
4 – Partnerships	Area	What happens now	What we would like to see
	<i>Partnership or relationship with local music service or Music Education Hub</i>	• Member of local music hub • Member of Music Mark association • Music leader attends CPD sessions termly and involved in discussion with other professionals about music plans, curriculum and leadership duties	
5 – Accommodation and Resources	Area	What happens now	What we would like to see
	<i>Spaces for Music</i>	• Lessons are taught in classrooms by class teachers • Choir taught in school hall before school day or at lunch times • Peripatetic lessons delivered in additional school spaces	• Designated music room for whole class lessons with additional musical instrument storage, including a set of ipads to be used for composition exercises.
	<i>Resources available for Music</i>	• Whole class set of glockenspiels • Whole class set of recorders • Group of 15 African drums • All string instrument for private lessons provided by the school • School piano • Subscription to Charanga music scheme • Both tuned and untuned percussion instruments	• Replenishment/ upkeep of class sets of instruments • Additional funding to grow music resources
	Area	What happens now	What we would like to see

6– Pupil Premium and SEND provision	<i>Overview</i>	- Teachers ensure all children’s needs are met by anticipating barriers and by modifying or adjusting planning where necessary. - All lessons are inclusive and include all children where appropriate	- Opportunities for SEND specific music workshops - CPD specifically targeted on supporting chn with SEND
	<i>Special Educational Needs and Disabilities</i>	- All chn provided same opportunities, including provision of peripatetic music lessons - Musical instruments adapted where necessary to support physical needs	
	<i>Pupil Premium</i>	Opportunities to join extra-curricular clubs i.e. KS1 &2 choir	Introduction of further extra-curricular opportunities - Possibly African drumming club.