

## **Music Development Plan**

**School:** Thomas Jones

**Trust/local authority:** Kensington and Chelsea

**Local music hub:** Tri-borough Music Hub

**Music lead:** Rachel McCombe

**Headteacher:** David Sellens

**Date written:** July 2024

**Review date:** July 2025

<b>Music Development Plan</b>			
<b>1 – Overall objective</b>	<i>At Thomas Jones, we want to create a passion for music in our children that will stay with them in their future lives. Our music curriculum is ambitious and we ensure that music is an inspiring and engaging experience that enables every child to develop their musical potential. Alongside this we want children to develop an appreciation of the value of music that is deeply personal to them. Our aim is for children to have a curiosity for the subject and a respect for the role that music may play in any person's life. Having a high quality programme of music for appreciation ensures this core value, we want to afford children the opportunity to encounter artists outside of their experience in life thus far. We endeavour to provide a variety of musical experiences through a curriculum which develops a critical engagement with music, allowing them to compose, and listen to with discrimination to the best in the musical canon.</i>		
<b>2 – Curriculum Music</b>	Area	What happens now	What we would like to see
	<i>Overview</i>	<ul style="list-style-type: none"><li>• Charanga Music Scheme</li><li>• Own intent and implementation documentation</li><li>• Coverage of EYFS/KS1/KS2 NC objectives planned</li><li>• Lessons delivered by class teachers</li><li>• Weekly lessons</li><li>• Assessed using tracking sheet and video evidence after each unit.</li></ul>	<ul style="list-style-type: none"><li>• Ensure weekly lessons are secured</li><li>• CPD continue to be used to develop new and existing teachers' subject knowledge</li><li>• Consistent use of video evidence across all year groups to aid assessment</li></ul>

	<i>Singing</i>	<ul style="list-style-type: none"> <li>• Opportunities in every lesson to sing (Charnaga scheme)</li> <li>• Singing opportunities in assemblies – whole school, teachers, children performers, class performances, choir performances</li> </ul>	<ul style="list-style-type: none"> <li>• More opportunities for visiting singing groups/ workshops</li> <li>• Updating of music curriculum to incorporate songs from model music curriculum (listening list)</li> </ul>
	<i>Instrumental music</i>	<ul style="list-style-type: none"> <li>• Every unit containing instrumental performance and composition opportunities (Charanga scheme) – glockenspiel and recorder</li> <li>• Video evidence used to record and assess</li> </ul>	<ul style="list-style-type: none"> <li>• Further whole class instrumental opportunities – flute/African drums/ukulele delivered by music specialists</li> </ul>
	<i>Technology</i>	<ul style="list-style-type: none"> <li>• Incorporated into music units – composition exercises (Charanga Scheme) whole class or on laptops</li> </ul>	<ul style="list-style-type: none"> <li>• Class set of ipads to be used for garage band composition exercises</li> </ul>
	<i>Opportunities to experience live music performance</i>	<ul style="list-style-type: none"> <li>• Class trips to view live music performances – organised by music leader or class teacher</li> <li>• Weekly assemblies</li> <li>• School string recitals/ Christmas performances/ choir performance / class assemblies/ Year 6 productions</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>3 – Extra – curricular and Co-curricular Music</b>	<b>Area</b>	<b>What happens now</b>	<b>What we would like to see</b>
	<i>Overview</i>	<ul style="list-style-type: none"> <li>• Peripatetic music lessons – viola/violin/cello/piano - Led by specialist music teachers</li> <li>• 30 min lessons every week</li> <li>• Funded partly by parents, large school contribution</li> <li>• Pupil premium children fully subsidised</li> </ul>	
	<i>Singing</i>	<ul style="list-style-type: none"> <li>• Singing assemblies led by music leader accompanied by both backing tracks and live accompaniment (Autumn term)</li> <li>• KS2 choir, staff choir (Autumn term) led by music leader</li> <li>• Performance opportunities both in and out of school premises – Christmas production/ carolling on Portobello rd/ performing in local retirement home</li> <li>• Participation in local community choir - NHP</li> </ul>	<ul style="list-style-type: none"> <li>• More opportunities for singing assemblies throughout school year</li> <li>• Set up KS1 choir</li> <li>• More opportunities for ‘out of school’ performances</li> </ul>

	<i>Ensembles</i>	<ul style="list-style-type: none"> <li>String ensemble led by music specialist with children who receive peripatetic music lessons</li> </ul>	<ul style="list-style-type: none"> <li>More opportunities for children to perform during the school year – school assemblies (timetabled)</li> </ul>
<b>4 – Partnerships</b>	Area	What happens now	What we would like to see
	<i>Partnership or relationship with local music service or Music Education Hub</i>	<ul style="list-style-type: none"> <li>Member of local music hub</li> <li>Member of Music Mark association</li> <li>Music leader attends CPD sessions termly and involved in discussion with other professionals about music plans, curriculum and leadership duties</li> </ul>	
	<i>Cultural partners for music</i>	<ul style="list-style-type: none"> <li>The Rhythm Studio Foundation – Music production workshops – year 5 music technology termly unit (to be implemented 2024/2025)</li> </ul>	<ul style="list-style-type: none"> <li>Continued partnership with music organisation for all KS2 classes.</li> </ul>
<b>5 – Accommodation and Resources</b>	Area	What happens now	What we would like to see
	<i>Spaces for Music</i>	<ul style="list-style-type: none"> <li>Lessons are taught in classrooms by class teachers</li> <li>Choir taught in school hall before school day</li> <li>Peripatetic lessons delivered in additional school spaces</li> </ul>	<ul style="list-style-type: none"> <li>Designated music room for private and whole class lessons with additional musical instrument storage, including a set of ipads to be used for composition exercises.</li> </ul>
	<i>Resources available for Music</i>	<ul style="list-style-type: none"> <li>Whole class set of glockenspiels</li> <li>Whole class set of recorders</li> <li>Group of 15 African drums</li> <li>All string instrument for private lessons provided by the school</li> <li>School piano</li> <li>Subscription to Charanga music scheme</li> <li>Both tuned and untuned percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>Replenishment/ upkeep of class sets of instruments</li> <li>Additional funding to grow music resources</li> </ul>
<b>6– Pupil Premium and SEND provision</b>	Area	What happens now	What we would like to see
	<i>Overview</i>	<ul style="list-style-type: none"> <li>Teachers ensure all children’s needs are met by anticipating barriers and by modifying or adjusting planning where necessary.</li> <li>All lessons are inclusive and include all children were appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for SEND specific music workshops</li> <li>CPD specifically targeted on supporting chn with SEND</li> </ul>

	<i>Special Educational Needs and Disabilities</i>	<ul style="list-style-type: none"> <li>• All chn provided same opportunities, including provision of peripatetic music lessons</li> <li>• Musical instruments adapted where necessary to support physical needs</li> </ul>	
	<i>Pupil Premium</i>	<ul style="list-style-type: none"> <li>• All peripatetic music lessons for pupil premium children subsidised</li> <li>• Opportunities to join extra-curricular clubs i.e. KS2 choir</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of further extra-curricular opportunities - Possibly African drumming club.</li> </ul>