

# School Music Development Plan

Brocks Hill Primary School | 2024/25

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Reviewed:

Lead for this plan: Fiona Cave

## Links:

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Music Mark's resource page](#) for the English National Plan for Music Education

[Leicestershire Music](#) website

\*School Improvement Plan

\*Music Policy

\*Charging policy for extra-curricular activities

\*Remissions policy (if separate to the charging policy)

\*Add info regarding LM Quality Mark

*\*Delete or add links as required*

## Curriculum Music

What is happening now?	Development plan	links
<p><a href="#">Scheme</a> (e.g. own curriculum, published schemes) and curriculum intent</p> <p>If necessary, cover Early Years, KS1, KS2 etc separately</p> <p>Coverage of <a href="#">National Curriculum requirements</a></p> <p>If you have a curriculum map for Music, link it here</p> <p>How much curriculum time is given to Music</p> <p>Who teaches it</p> <p>Digital resources</p> <p>Physical resources including instruments</p> <p>How it is assessed (see <a href="#">here</a> for the HMI speaking about assessment of Music)</p> <p>What impact it has (KS listed separately as needed)</p>	<p>Brocks Hill implements the Leicestershire Music scheme of work across all year groups, from foundation stage to Year 6. The curriculum is delivered weekly, comprising a 45-minute music lesson and a 15-minute singing assembly. These sessions are conducted by the class teacher, with support from the music lead to ensure that training remains current and that the content is taught effectively and confidently. Recently, Brocks Hill has invested in a diverse array of both tuned and untuned instruments, enhancing the variety of instruments available for use.</p>	<p><a href="#">Free LM Music Educators toolkit link</a></p> <p><a href="#">Teaching Gadget Primary Scheme of work</a></p> <p><a href="#">YouTube learning resources</a></p> <p>&lt;&lt;Add own links here&gt;&gt;</p>

## Singing

What is happening now?	Development plan	links
<p>How often children sing in lessons</p> <p>How often they hear adults (including men) sing</p> <p>What standards are achieved and how measured</p>	<p>Throughout the year, children participate in singing during lessons as directed by the curriculum. A singing assembly is held once a week, where music is played as children enter, allowing them to regularly hear singing. Additionally, there are opportunities for collaborative singing with high schools, enabling children to experience performances by older students.</p>	<p><a href="#">LM singing projects</a></p> <p>&lt;&lt;Add own links here&gt;&gt;</p>

## Instruments in curriculum time (including Music Tech)

What is happening now?	Development plan	links
<p>How often children play instruments in lessons</p> <p>What instruments are available for classroom use</p> <p>What standards are achieved and how measured</p> <p>Music tech as a learning resource in class</p> <p>What curriculum/learning unit is used</p> <p>What it achieves</p>	<p>Children play instruments in lessons as directed by the scheme of work. There is a wide range of untuned percussion instruments, including tambourines, maracas, triangles, and drums. Additionally, each child has access to a glockenspiel, and cultural drums are also available. We cater to children of all abilities, providing support for</p>	<p><a href="#">LM Instrumental hire links</a></p> <p><a href="#">LM Music Tech offer</a></p> <p>&lt;&lt;Add own links here&gt;&gt;</p>

How it is assessed What resources are available in school	those who may need additional assistance to access music. iPads are available for use during the music technology unit.	
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## Extra curricular

What is happening now?	Development plan	links
Who leads activity and how that is funded How it links to the school's Music curriculum Charging practices What co-curricular links are on offer	The music lead runs an extracurricular club for part of the year, which includes collaboration with Beauchamp College. This club is a free opportunity for students and is not chargeable for parents. Additionally, peripatetic lessons (paid for but subsidised for PP children) are offered in piano, guitar, and tabla drumming. Although violin and wind instruments were trialled, the uptake was low.	<<Add own links here>>
<b>Singing</b> What singing happens in the school day (e.g. singing assemblies) Who leads these How they are accompanied (piano, backing tracks) What choirs are offered (include any staff/parent choirs) Where/when they take place Who leads them How are children encouraged to participate How are they assessed and developed Performance opportunities in-school and out of school	The music lead conducts weekly singing assemblies, utilising both backing tracks and piano accompaniment. Recently, a contact from St James the Greater Church led a singing assembly, which introduced the children to new material and inspired many of them. While there is no year-round choir, the music lead organises various projects throughout the year. We encourage children to join the Leicestershire Music Choir outside of school, which offers performance opportunities. Some of our students participate in the junior choir.	<a href="#">LM singing projects</a> <a href="#">Free LM Singing Toolkit</a> <<Add own links here>>
<b>Ensembles</b> List ensembles provided Who leads them Where/when they take place Who leads them How are children encouraged to participate How are they assessed and developed Performance opportunities in-school and out	Currently, there are no ensembles, as there are not enough children playing at a high enough level to form a group of musicians.	<a href="#">LM ensembles / Performance groups</a> <<Add own links here>>

## Individual and small group lessons

What is happening now?	Development plan	links
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<p>Range of instruments on offer  Who is the lead for each instrument  How are children encouraged to participate  How are they assessed and developed  Performance opportunities in-school and out of school  How is this activity funded</p>	<p>The music lead coordinates individual and small group lessons, with David Williams teaching guitar, Paula Taylor teaching piano, and Bill Waiwala teaching tabla drumming. These lessons are marketed through the school newsletter, and we hold annual assemblies featuring Bill Waiwala, who demonstrates the tabla to inspire the children. Currently, there are no performance opportunities for these lessons, but this is an area we may explore in the future. We trialled woodwind, violin, and drumkit lessons, but the interest was minimal.</p>	<p><a href="#">LM 121/ small group tuition</a>  &lt;&lt;Add own links here&gt;&gt;</p>
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## Partnerships

What is happening now?	Development plan	links
<p><b>Schools</b>  Participation in local networks (e.g. primary music network, secondary music network or cluster groups)  Schools / community groups you work with on any aspect of music  What you do together  What you and your school gain  What you contribute</p>	<p>The music lead attends music network meetings twice a year and collaborates with music leads from other schools within the trust. Additionally, the music lead works closely with the curriculum lead, Lydia Melbourne. There is also a strong relationship with Beauchamp College, and connections with Gartree High School are currently being explored.</p>	<p><a href="#">Free LM Network meetings</a>  &lt;&lt;Add own links here&gt;&gt;</p>
<p><b>Leicestershire Music (LM)</b>  Relationship you have with LM  How LM enhances music in your school  Understanding of the Music Education Hub's offer  Opportunities you are able to take up  How you and the LM communicate</p>	<p>The music lead has a strong relationship with Leicestershire Music. They have conducted a quality mark meeting at our school, and we participate regularly in the events they organise.</p>	<p><a href="#">LM contacts</a>  <a href="#">LM School support</a>  &lt;&lt;Add own links here&gt;&gt;</p>
<p><b>Cultural partners for Music</b>  Partners you work with (e.g. musicians, groups, music charities, national organisations)  What they do and the value they bring  How activity is funded</p>	<p>The music lead has established strong links with St James the Greater, Beauchamp College, and the Leicestershire Music Hub. These connections enhance our music program and provide valuable opportunities for collaboration and enrichment.</p>	<p><a href="#">LM Hub Partners</a>  &lt;&lt;Add own links here&gt;&gt;</p>

## Live Music

What is happening now?	Development plan	links
<p>How often children hear live music performed (e.g. by other children, teachers, amateur adults, professionals)</p> <p>Who provides this</p> <p>Where and how this is achieved</p> <p>How it is funded</p>	<p>We provide opportunities for children to hear live music, although this is an area we aim to expand further. We have hosted live performances by the Leicester Grammar School band and hold annual assemblies where children experience tabla drumming. Year 2 students go on an annual trip to De Montfort Hall to hear the LEAP orchestra play. Additionally, children have the opportunity to watch shows at Beauchamp College, although this is an out-of-school activity that parents must arrange.</p>	<p><a href="#">LM events</a></p> <p>&lt;&lt;Add own links here&gt;&gt;</p>

## Budget

What is happening now?	Development plan	links
<p>Budget for Music is taken from an overall Curriculum expenditure</p> <p>Income the school collects for music (lesson fees, instrument hire charges, parental donations, concert ticket income, sale of refreshments at concerts)</p> <p>Whether income from concerts etc comes into the Music budget</p>	<p><i>There is a curriculum budget which is for all subjects</i></p> <p><i>We apply and obtain dome funding, see separate section</i></p>	<p><a href="#">LM fee remissions</a></p> <p>&lt;&lt;Add own links here&gt;&gt;</p>
<p><b>Financial hardship</b></p> <p>Refer to charging and remissions policies (linked above)</p> <p>Charitable and other funding received (local charities, UK Music Sound Foundation, Parents' Association)</p> <p>Governors/SLT involvement in fundraising bids and identifying income sources</p>	<p>LAC pupils can access no cost lessons, which affects 3 pupils</p> <p>PP pupils receive 50% discounted lessons</p> <p>Trips are fully subsidised from our PP and PP+ budget</p>	

## Accommodation and resources

What is happening now?	Development plan	links
<p>Where Music is taught (specialist classroom, music tech room)</p>	<p>Music lessons are conducted in the classroom, while rehearsals for events take place either in the hall or in a classroom. Piano lessons</p>	<p>&lt;&lt;Add own links here&gt;&gt;</p>

Where choirs/ensembles take place (hall, classrooms) Where instrumental/vocal tuition happens (practice rooms, dedicated space, library, corridors or worse!)	are held in the main corridor due to space constraints and the difficulty of moving the piano. There is a designated space for guitar and tabla lessons.	
Refer to other sections if mentioned elsewhere Resources (instruments, equipment) the school owns Resources that the school hires or leases	The school is equipped with a piano, keyboard, a full set of untuned and tuned instruments for an entire class, cultural drums, and boomwhackers. Additionally, we have an outdoor xylophone, which was funded by a grant, and we are currently looking to acquire another piece of outdoor music equipment.	<a href="#">LM instrumental hire</a> <<Add own links here>>
Resources that the school borrows at no cost, e.g. from the music service	N/A	<a href="#">LM instrumental hire</a> <<Add own links here>>
Books, references, printed music, subscriptions etc How resources are cleaned, maintained, repaired and renewed How costs are funded, including consumables (e.g. reeds for clarinets)	<i>None except the LM scheme</i>	<<Add own links here>>

### Inclusion, Diversity, Equity and Access (IDEA)

<b>What is happening now?</b>	<b>Development plan</b>	<b>links</b>
How the curriculum is made accessible for all learners, including those with SEND How the music studied takes account of sensibilities of all sections of the school community Whether songs are sung in languages spoken by families in the school community Whether tuition is offered in non-Western instruments and genres, which reflect the heritage and traditions of pupils at the school How learners are exposed to music from cultures other than their own and/or not represented in the school Whether interventions for other subjects routinely take place during Music lessons (particularly if the same child/ren are frequently taken out of Music)	The Leicestershire Music scheme caters to all learners within their planning and tasks, including SEN learners. The materials provided by the scheme encompass a wide range of music genres. Additionally, tuition is offered in tabla drumming, which reflects the heritage of many of our students	<a href="#">LM IDEA information and resources</a> <<Add own links here>>

<p>How the needs of children with SEND are assessed to enable them to participate in music-making          What adjustments are made for children with SEND          Any partners you work with for this (<a href="#">LM</a>, <a href="#">OHMI</a>)          Special provision such as <a href="#">Open Orchestras</a>, <a href="#">Modulo Music Therapy</a> or similar          Relaxed concerts, nurture groups          Special or separate facilities for SEND Music, if any</p>	<p>These pupils are assessed as per the adaptations within the LM plans using our knowledge of the children.</p>	<p><a href="#">LM SEND support</a>          &lt;&lt;Add own links here&gt;&gt;</p>
<p>Any support provided to help parents with the cost-of-living crisis</p>	<p>See PP/LAC</p>	<p><a href="#">LM fee remissions</a>          &lt;&lt;Add own links here&gt;&gt;</p>

## Progression

<b>What is happening now?</b>	<b>Development plan</b>	<b>links</b>
<p>How pupils are encouraged to learn music beyond the classroom            How the school understands and responds to their musical interests            How pupils and their families understand and learn about opportunities for musical progression            How the school responds to the needs and ambitions of pupils identified as more able in Music            How the school supports the needs of pupils who benefit from music, e.g. socially and emotionally            How gaps in teachers' and other staff's knowledge are identified to better help them support pupils' musical ambitions</p>	<p>Any opportunities in the community are communicated through the newsletter or flyers handed out. Pupil premium children receive discounted offers for peripatetic lessons, musical trips, and community choirs. The music lead at Brocks Hill has numerous contacts within the community and, being musical herself, is able to guide children in nurturing their musical passion.</p>	<p><a href="#">LM ensembles / groups</a>          &lt;&lt;Add own links here&gt;&gt;</p>
<p><b>Progression opportunities</b>            Opportunities the school offers for musical learning            Opportunities locally the school signposts to its pupils (e.g. ensembles run by the music service or Hub)            How the two complement each other</p>	<p>Our connections with the high school in our trust allow the children to experience the environment in which they would be practising music while still in primary school. By visiting the high school early, we hope to influence their decision to attend in Year 7. This familiarity with the music rooms and hall space can ease their transition. We have never supported any scholarships or schemes so have no experience in this.</p>	<p>&lt;&lt;Add own links here&gt;&gt;</p>

<p>How the school supports musical learning through Y6/7 transition, e.g. supporting applications for scholarships and to the Music and Dance Scheme Partnerships which help pupils' musical progression Dialogue with feeder and destination schools</p>		
<p><b>Pupil tracking</b>  How the school tracks musical progression in and out of the classroom (consider progression in its widest sense, not just increasing technical fluency)  Which pupils, and how many, attend take part in musical activity outside of school, e.g. ensembles provided by the Music Hub  How this information is used to benefit pupils  How these pupils use their skills in school to inspire other learners</p>	<p>Children are often recorded as part of the assessment process as laid out within the LM plans. This informs teachers on how pupils are progressing.</p>	<p>&lt;&lt;Add own links here&gt;&gt;</p>
<p><b>Strategy development</b>  How this strategy is monitored and by whom  How and when this strategy will be reviewed and by whom (will this include SLT and/or Governors?)  How you will look in future to align the school's strategy to the Hub's and/or MAT's Progression Strategy</p>	<p><i>The Curriculum and Music Leads ensure that quality assurance of music happens throughout an academic year.</i></p>	<p>&lt;&lt;Add own links here&gt;&gt;</p>