



School Music Development Plan 2024 - 2026

Name of person leading this process	Claire Johnson
Position	Head Teacher
Date Commenced	September 2024
Date Completed	September 2024
Name of Music Lead	Claire Johnson
Number of specialist music teachers employed by the school actively involved in delivering music education	3

School Music Development Plans

Every school should be able to articulate their plan for delivering high-quality music education and supporting pupils to progress, just as they would in any other curriculum subject. This should be connected to the school's wider offer and development, as supported by their School Improvement Plans and, where relevant, trust Improvement Plans.

We would like to see every school drawing out their subject-specific approach in a Music Development Plan that links back to their broader school development approach and priorities. 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, and against the key features set out above:

- timetable curriculum music of at least one hour each week of the school year for key stages 1 to 3
- provide access to lessons across a range of instruments and voice
- develop a school choir and/or vocal ensemble
- develop a school ensemble/band/group
- provide space for rehearsals and individual practice
- develop a termly school performance
- provide opportunity to enjoy live performance at least once a year

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Overview of Music Curriculum Delivery

Early Years / Reception Provision:

- Child-led activities following the EYFS goals and the interrelated dimensions of music in the Autumn and Spring terms. Following onto Charanga for the Summer term.
- Two weekly thirty minute sessions Thursdays and Fridays

Key Stage 1 Provision:

	Weekly (No of mins)	Fortnightly (No of mins)	Carousel Length/ frequency	None
Year 1	Lesson - 30 Assembly x 2 = 30 mins			
Year 2	Lesson – 30 Assembly x 2 = 30 mins			

Key Stage 2 Provision:

	Weekly (No of mins)	Fortnightly (No of mins)	Carousel Length/ frequency	None
Year 3	DPA Lesson – 60 mins Assembly x 2 = 30			
Year 4	Lesson – 45 Assembly x 2 = 30			
Year 5	Lesson – 45 Assembly x 2 = 30			
Year 6	Lesson - 45 Assembly x 2 = 30			

Overview of Regular Weekly Music Co-Curricular Delivery

	How many options/define	Delivered by?	Numbers taking part?	Do those involved reflect the diversity of your school intake?	How do you promote, what steps to you take to ensure inclusivity?
Instrumental vocal lessons					
Choirs	1	Mrs Weaver or Mr Brazier	Whole school		Parent Mails Praise assembly Newsletter
Instrumental Groups/Bands/ensembles	Recorder	DPA	32	Yes	Parent Mails Praise assembly Newsletter
Other Opportunities	1	Mrs Weaver	14 after school club	Yes	Target disadvantaged families first. Speak to pupils and encourage them to take part

Concerts, one off projects, trips etc

<p>How often do you host concerts for your students to perform in school? How many children take part? Does participation data reflect your school population?</p>	<ul style="list-style-type: none"> • Termly class assemblies for years one to six. • Annual Nativity EYFS and KS1 • Church performance Key stage two • Harvest festival assembly led by KS1 pupils Remembrance assembly led by KS2 pupils • Year 6 leaver's production to the whole school and a separate performance for parents. • Rock Steady assemblies for performers half termly. • Recorder assembly – year three to the whole school termly • HVT production bi-annually • Mother's Day and Father's day assemblies KS1 • Easter Bonnet parade and performance EYFS • EYFS graduation performance before they transition into Year 1 • Performances at the end of lessons/ units in class music lessons • Hurst Hill's got talent concert 2025
<p>How often do you take children to perform out of school/take part in Hub events etc? What do you do to ensure that ALL children can take part?</p>	<p>HVT Trust Arts Event</p> <p>Annual concert at a church Years 3,4,5 and 6</p>
<p>How often do children perform in assemblies/during the school day?</p>	<p>Lunchtime club / Karaoke BASC club</p> <p>Weekly music sessions – three times a week in music lessons and singing assemblies</p> <p>Links to music through songs in the curriculum</p>
<p>Do your children get to work with visiting professionals (e.g. Djembe drumming workshops) or other enhancement activities not defined elsewhere?</p>	<p>All children experience an annual pantomime, this is purchased by the PTA and they are encouraged to join in, sing along and take part with the main characters. Timezone have begun to incorporate more singing to show how civilizations have changed over time.</p>
<p>Do you organise trips for children to experience professional music making?</p>	<p>Bi-annual HVT events (Trips to theatre at least once a year)</p>

Defining your music offer and reviewing provision

	Priority for development	<p>1. not yet in place/undefined</p> <p>2. limited</p> <p>3. developing</p> <p>4. well established</p>
What is your schools 'Music offer'?	<p>Our aim is for all pupils to be exposed to a wide range of music and instruments. This begins in early years where pupils are encouraged through modelling to express themselves through different sounds in the environment using technology and percussion instruments. Here they are exposed to sound, rhythm and tempo.</p> <p>As pupils progress through school, they gain wider experiences in the context of different cultures and genres. This is further enhanced through the use of DPA where all pupils are taught to play the recorder.</p> <p>By the end of year 6, Hurst Hill pupils have experienced a wide range of musical cultures and genres. They will have received basic musical instruction, opportunities to compose and perform their own music. They will also have seen a pantomime performance annually and experience the theatre at Dormston secondary school.</p>	4
Where does music fit in your school structure	<ul style="list-style-type: none"> • EYFS follow 2 adult led sessions a week through DPA professionals. Throughout the week, they follow child-led musical activities. • KS1 participate in an hour and a half of music a week through lessons and singing assemblies. • Year 3 have two hours of music , whereas the rest of key stage two have one 1hour 45 minutes. • Hurst Hill's learning journey consists of opportunities to learn to play a range of instruments and perform using these. 	3
Inclusion	<p>With a higher than average percentage of pupils with SEND, we are an inclusive school. By establishing positive relationships with pupils we have identified that music can support with de-escalation. Therefore, we offer opportunities for pupils with SEND to access music of their choice off timetable and play instruments of their choice where purposeful for them and appropriate for that moment in time. We have a dedicated technology room for pupils to do this and this provision can be built on during lunch clubs.</p> <p>We also provide opportunities for pupils to develop turn taking during our get moving sessions.</p>	4

	<p>Lessons are adapted by: Using a range of suitable resources and if required we provide differentiated tasks where appropriate.</p> <p>We vary and adapt our questioning, modelling and adult support to suit the needs to all pupils.</p> <p>Through previous lesson drop in's and pupil voice, we know that we are an inclusive school.</p> <p>A next step is to now timetable individual sessions with a music therapist to support pupils with SEMH / environmental barriers to learning, turn taking, self regulation and friendships.</p>	
Quality Teaching	<p>New music lead to be recruited for September Draw on the support from experts across HVT to provide additional CPD Leading staff meetings/ staff CPD.</p> <p>Staff to complete reflections on their subject knowledge and their levels of confidence.</p> <p>Work alongside other subject leaders for consistency across subjects.</p> <p>Monitor the equality of provision for all to ensure there is consistency across year groups, phases and whole school.</p> <p>Evaluate the impact of EYFS provision and adapt plans for new academic year where required.</p> <p>Add QA findings to school SIP for future development.</p> <p>Many ex Hurst Hill pupils have progress to perform in performances at their secondary school and every year Hurst Hill Y5 pupils watch at least one performance at Dormston Secondary school. During the most recent show, 14 ex Hurst Hill pupils were seen performing with the majority from years 7 and 8.</p>	2/3
Central Policy	<ul style="list-style-type: none"> • Each child participates in at least an hour and a half each week through music lessons and singing assemblies. • Every year group (including nursery) is given the chance to take part in a performance. • A spiral curriculum is followed through Charanga to reflect and embed the national curriculum. • Children have the opportunity to sing in groups and play instruments – percussion, glockenspiels and recorders. • Celebration assemblies promote live performances as a performer and an audience member. <p>Next step – to develop more links with performing arts at Dormston so that performing arts progresses further at Hurst Hill.</p>	4

Progression	To reduce teacher workload and to ensure coverage and consistency of practice, we follow Charangas progression document. This is a spiral curriculum as advocated by Jerome Bruner.	3
Timetabling	<ul style="list-style-type: none"> EYFS follow 2 adult led sessions a week through DPA professionals. Throughout the week, they follow child-led musical activities. KS1 participate in an hour and a half of music a week through lessons and singing assemblies. Year 3 have two hours of music, whereas the rest of key stage two have one 1hour 45 minutes. <p>All classes have a set time for teaching music and this ensures that all pupils have access to the instrument required.</p>	4
Whole Class Instrumental Tuition	<p>Year three have class instrumental tuition and are taught to play the recorder.</p> <p>All classes are taught to play the glockenspiel</p>	3
Elective Study	<p>Children can learn instruments through Rock Steady Lessons</p> <p>Children can learn to play additional instruments through off site DPA lessons. These are advertised through parent mail following communication with DPA.</p> <p>Children can, if they so wish, continue to sing as part of a group through choir with DPA.</p>	4
Choirs and performance groups	<p>HVT arts event every two years.</p> <p>We aim for each year group to have a performance opportunity.</p>	3
Add anything else that has not been covered but you think is a key feature of music in your school		

Short term priorities:

1	Liaise with HVT – Music CPD support for new music leader.
2	Lead staff meetings to develop teacher's confidence and knowledge within music
3	Giving children more opportunities to perform

Medium/long term priorities

1	A progression map for recorders.
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2	Regular quality assurance to evaluate the impact of CPD and the quality of outcomes.
3	Codify how music can be harnessed to support SEMH needs for pupils and timetable interventions with specialist providers.