



Valence Primary School’s Music Development Plan (with workings)

- School: Valence Primary School
- Trust/local authority: Barking and Dagenham
- Local music hub: LBBD Music Hub
- Music lead: Miss J Rose (Music Coordinator)
- Music specialist: Teachers from LLBD Music Hub
- Headteacher: Mr R November
- Date written: 10/10/24
- MDP review period: 0
- Review date: 10/10/25

Music Development Plan

1 – Vision or overall objectives

At Valence Primary School the intention is that all children grow into competent musicians. Through singing, playing, evaluating, analysing and composing music, children can explore a range of music including a diverse variety of musical periods, styles, traditions and musical genres. We encourage the children to use the musical language they learn through lessons to take part in discussions around a variety of music. Children are encouraged to value the importance of music in the wider community and as a way to express themselves in the experiences they take part in, in a variety of different contexts. We hope that children will leave Valence valuing music as part of their culture, history and wellbeing whilst keeping it authentic to themselves and their future.

2 – NPME ‘key features’ of high-quality music provision

And

3 – Other important features of high-quality music provision

Where we are:

I am the Music Lead, Miss Rose and I am a class teacher, not a specialist but my instrument is my voice. Classes have timetabled music lessons of 45minutes a week at KS2 but only half an hour in EYFS and KS1. SO that we can fulfil the correct amount if time for music each we, we also count our 30 minute singing assembly as part of the allocation.



We have a school choir and as we are based on two sites, there is a choir on each site for the children to attend. We do not have a school orchestra and the interest and uptake of instrumental learning has dropped over the past couple of years and we are unable to offer this anymore.

At Valence we have our hall and gym at Bonham and our dining hall and performing arts room at St George's. We use these for rehearsal of assemblies and productions. We use classrooms for choir sessions.

A termly school performance (in or out of school)

Each year group has the opportunity to perform. EYFS for a Summer Sing, Yr1 a Spring Sing, Yr2 Nativity, Year 3 and 4 perform a class assembly to parents, showcasing what they have learnt including song and performances from their music lessons. Yr5 have a performance in Summer 1 and Yr6 their end of year performance. The choir perform to parents after school at Christmas and we take part in the Music festival in the spring term.

Opportunity to enjoy live performance at least once a year (in or out of school) This is an area of development. At the moment, year 3 and 4 attend the local Pantomime at Christmas.

Where we would like to be (in priority order) and how we will get there:

Timetabled curriculum music of at least one hour each week of the school year for Key Stages 1 and 2

We would like the whole school to have an hour of music each week where the teachers are confident to deliver by using the Charanga Scheme of Work.

A school choir or vocal ensemble

We would like to have a thriving choir on both sites. At the moment the choir at Bonham is much smaller.

Opportunity to enjoy live performance at least once a year (in or out of school)

I would like to broaden the musical experiences of the children in school, so will investigate ways to make the possible.

Where we would like to be (priority order) and how we will get there:

At Valence we are currently working to improve the curriculum to make it broader and more balanced. Our aim is to embed this into the ethos of the school and continue to develop this into the local community. We are building towards using the Modal Music curriculum and some year groups have already started to use this through Charanga.



	<p><i>This would also extend to EYFS and SEND children so that they are able to access a music curriculum that suits them that also is in line with the standards set at EYFS. We are considering how we can use Charanga for this to bring them in line with the rest of the school.</i></p> <p><i>Are classroom instruments & music resources organised, in good condition and easily accessed and found? Are you always short of pairs of decent beaters or instruments suitable for early years?</i> Some of the instruments are tired and we would love to be able to purchase more for the children to use. How we fund this needs to be considered.</p> <p><i>Do you integrate music technology into your music provision? What resources do you have? Could you or staff benefit from some training in music technology activities and resources for EYFS, KS1 & 2?</i> This is an area for development. We are trialling pupil Charanga logins to cover this part of the curriculum, but we will need to investigate further ways for us to use technology successfully.</p>
<p>4 – Whole class instrumental lessons progressing to individual or small group instrumental lessons</p>	<p>Where we are: Currently we are focussed on whole class teaching and using our specialist teacher to team teach with class teachers for lessons. Within this the children are using glockenspiels as the whole class instrument. The children learn to play these though accompanying songs, improvising and composing with them. After this year, we hope to go back to whole class instrument lessons for year 3 and 4 where they will be taught to play either the Djembe Drum or Ukelele which have been purchased by the school. We did offer Violin and Guitar lessons but the interest has dropped for guitar and we have been unable to find a Violin teacher through our Music Hub.</p> <p>Where we would like to be and how we will get there: In the future it would be great to encourage children to play instruments outside of school but there is a long journey ahead due to financial difficulties and the interest of the parents.</p>
<p>5 – Pupil Premium and SEND provision</p>	<p>Where we are: In the past we have used Pupil Premium money to subsidise after school lessons for the children. As this is not on offer now, we need to consider how to use pupil premium to support music. Though team teaching, music teachers have been able to guide staff member on how to use adaptive teaching in lessons, these are noted on lesson plans for teachers to refer to.</p>



	<p>Where we would like to be and how we will get there: I will meet with the SENCo to discuss Pupil Premium and how the money can be used to support children in curriculum and instrumental music making. After meeting with the SENCO we are going to look into how we can use the SEND scheme of work with Charanga. SEND teacher will have their own login to make it more accessible to them.</p>
<p>6 – Transition work with local secondary schools</p>	<p>Where we are: Presently, the children do not visit local secondary schools until end of Year 6. I have never engaged with my local secondary school to improve transition. I am not sure if musical information goes forward to the local secondary schools at the end of Year 6.</p> <p>Where do we want to be and how will we get there: I will contact the Heads of Music at my local secondary schools and see if we can meet up to discuss joint musical projects together. Also, what information in transfer records would be helpful to them when children come move into Year 7. I will also bring the Headteacher into these discussions and ask what information goes forward to secondary schools currently.</p>
<p>7 – Communications</p>	<p>Where we are: Communication of music is through social media, although this needs to be improved so that sharing happens more regularly.</p> <p>Where do we want to be and how will we get there: <i>*I shall devise a newsletter template for parents, to inform them of opportunities in music, as well as musical news.</i> <i>*I will also set up a termly staff music newsletter so staff know what is happening re music in school and how I am looking to improve music provision in school in line with the NPME through the MDP. And how I need their help!</i></p>
<p>8 – Staffing & CPD</p>	<p>Currently, teachers are teaching their own music using Charanga. The specialist teacher and I are going round each year group a term at a time for team teaching and CPD for teachers. Once these sessions have finished the teachers will</p>



	<p>become responsible for teaching music on their own using the skills gained during supported lessons. Therefore, music is not part of PPA as the teachers are expected to attend these lessons for their own professional development.</p> <p>Teachers plan for music in their PPA time but are using the Charanga scheme of work as guidance.</p> <p>If the Music lead leaves, then the school will be able to use Charanga to continue teaching music. However, there would be a gap for organising other musical activities. Anything that has been set up can be found on the staff drive.</p>
9 – Budget	<p>Where we are now: We do not have a budget, we have to bid for anything we want to have in school.</p> <p>Spending: Curriculum music: subscription to Charanga (£210); nothing needed for whole class instrumental lessons; Subscription to Musician of the Month (£75), licence for Out of the Ark (£39.96):</p> <p>Fundraising opportunities: I have looking into funding from different places and am waiting for the applications to open. I have considered different fundraising opportunities but as yet have not organised anything. This could be a concert to raise finds or a sponsored music day.</p> <p>Where we want to be and how we will get there:</p> <p>Wish List: Charanga subscription £210 Musician of the month renewal £75 Out of the Ark licence: £39 Glockenspiel: £260 Beaters £40 Contingency for resources I may need in the year £100 Total: £700 +</p>



<p>10 – The review process for the success of the Music Development Plan</p>	<p>The MDP will be reviewed during the Autumn term alongside the school action plan for the creative arts.</p> <p>Will you review it yourself or with your Headteacher or other line manager? I will feedback to my headteacher who is also my line manager for music. Once again this will work alongside the Action Plan for the Creative Arts. I hope to implement most of the things I have written above within 3 years.</p>
<p>11 – Action Plan (The information and actions set here should be useful to feed meaningfully into your school’s wider improvement or development plans)</p>	<p>Next MDP Review Date September 23rd (Reviewing at the end of each term)</p> <p>Actions for Summer Term / Summer holidays 2023</p> <p>ACTIONS & deadlines:</p> <p>See sperate Action plan.</p>