

Music Development Plan – Bexhill Academy 24-25

School: Bexhill Academy

Trust/local authority: Wise Academies

Local music hub: Sunderland

Music lead: Amy Teal

Music specialist (if applicable):

Headteacher: Gareth Hill

Year 2 of 3 Year Plan

Date written: November 2024

Review date: September 2025

	Music Development Plan
1 – Overall objective	<p><i>The Music curriculum at Bexhill is designed to allow all children to sing, play, listen, appreciate, compose, perform and evaluate. These core strategies are embedded in weekly lessons, as well as Music assemblies every Monday and through learning a new instrument. Within the classroom, throughout school, children are learning to play a range of instruments from Recorder, to Glockenspiels, to Ukuleles. Whilst learning to play instruments, children will understand how to read basic music notation, increasing in complexity. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.</i></p> <ul style="list-style-type: none"> ● <i>To ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of composers and musicians.</i> ● <i>To develop children’s singing through learning to sing by using their voices expressively.</i> ● <i>To ensure all children create and compose music on their own and with others.</i> ● <i>To ensure all children have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. To ensure all children create and compose music on their own and with others.</i> ● <i>To develop children’s understanding of how music is created, produced and communicated, through the understanding of pitch,duration, dynamics, tempo,timbre,</i>

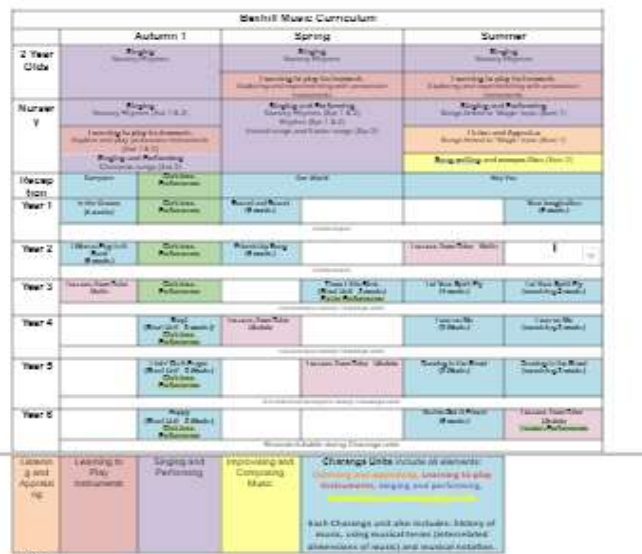
	<p><i>texture, structure and appropriate musical notations,</i></p> <p><i>To ensure all children are exposed to a wide range of high-quality music from different traditions and from great composers and musicians to help develop their understanding of Music.</i></p> <ul style="list-style-type: none"> ● <i>By the end of Year 3 of Development Plan:</i> 90% of Year 6 students will be able to play a simple melody on their chosen instrument with accuracy and expression. ● <i>By the end of Year 3 of Development Plan:</i> 85% of students will be able to confidently sing in tune and with appropriate dynamics in a group setting. ● <i>By the end of Year 3 of Development Plan:</i> 75% of students will be able to identify and describe the key elements of music (pitch, rhythm, dynamics, tempo, timbre, texture, structure) in a given piece of music. ● <i>By the end of Year 3 of Development Plan:</i> 80% of students will be able to compose a short piece of music using a variety of sounds and instruments. ● <i>By the end of Year 3 of Development Plan:</i> 100% of students will have experienced live music performances and have had the opportunity to perform themselves in a school or community setting.
<p>2 – Key components</p>	<p><i>In Key Stage One children will</i></p> <p><i>Develop expressive vocal skills through singing songs, speaking chants, and rhymes.</i></p> <p><i>Explore a wide range of tuned and untuned instruments.</i></p> <p><i>Develop active listening skills by attentively listening to and discussing a variety of high-quality music.</i></p> <p><i>Experiment with and combine sounds using the interrelated dimensions of music.</i></p> <p><i>In Key Stage Two children will</i></p> <p><i>Develop instrumental skills through solo and ensemble performance, focusing on accuracy, fluency, control, and expression.</i></p> <p><i>Develop compositional skills through improvisation and composing music for a range of purposes.</i></p> <p><i>Enhance aural skills through attentive listening and developing aural memory.</i></p> <p><i>Develop understanding of musical notation, including staff notation.</i></p> <p><i>Deepen understanding of music history and the works of great composers and musicians.</i></p>

3 – Classroom instrumental teaching

- **Early Years Foundation Stage (EYFS):** Introduce musical instruments through play and structured activities.
- **Year 1:** Continue instrument exploration through Charanga sessions and other classroom activities.
- **Year 2 - 6:** Provide explicit instrumental training through an external provider (violin, ukulele, etc.).
- **Offer a range of instrumental options** to cater to individual student interests.

4 – Implementation of key components

A detailed LTP for music has been developed across the school.



The table is titled 'School Music Curriculum' and is organized into columns for Autumn 1, Spring, and Summer. It lists units for each year from Year 1 to Year 6, along with a 'Learning and Assessment' section at the bottom. The units include activities like 'Singing', 'Instrumental', 'Music Theory', and 'Music History'. A legend at the bottom explains that 'Changes Units' include elements like 'Learning experiences, listening to other instruments, singing and performing', and that 'Each Changes unit also includes: history of music, using musical terms (abbreviated), definitions of music and musical notation.'

Detailed Long-Term Plan (LTP): A comprehensive LTP for music has been developed across the school, outlining learning objectives and assessment strategies for each year group.

Differentiated Instruction: Implement differentiated learning activities to cater to the diverse needs and learning styles of all students.

Inclusive Practices: Ensure all students, including those with SEND and those eligible for Pupil Premium, have equal access to high-quality music education.

Regular Assessment: Utilise a variety of assessment methods, including observations, performances, compositions, and listening tests, to monitor student progress.



5 – Communication activities	<p>Music at Bexhill is on the school website Bexhill Academy Part of WISE Academies</p> <p><i>This sets out Intent, implementation and impact and curriculum coverage.</i></p> <p><i>Parents are kept up to date with daily news by:</i></p> <p>School Website/Dojo: Regularly update the school website with information about music activities, student performances, and curricular information.</p> <p>Parent Communication: Utilise various channels to communicate with parents, including:</p> <ul style="list-style-type: none">● Fortnightly school newsletters● Social media updates (Dojo/Twitter)● Parent-teacher evenings● School concerts and performances <p>Open Days/Evenings: Invite parents to attend school events to observe student learning and performances.</p> <p><i>Visits into school to share with learning and learning outcomes.</i></p>
6 – Evaluation process for the success of the Music Development Plan	<p>Termly Reviews: Conduct termly reviews of the action plan, analysing student data and identifying areas for improvement in Celebrating Subjects.</p> <p>Annual Review: Conduct an annual review of the entire Music Development Plan, evaluating its effectiveness in achieving the stated objectives.</p> <p>Data Collection: Collect and analyse relevant data, such as student assessment results, attendance at music events, and parent feedback.</p> <p>Use data to inform future planning and adjustments to the plan.</p>
7 – Transition work with local secondary schools	<p>Regular meetings: Conduct meeting with local secondary schools to discuss student progress and ensure a smooth transition.</p> <p>Share student portfolios: Share student work samples and assessment data with secondary schools.</p> <p>Encourage continued instrumental learning: Encourage students to continue their instrumental studies in secondary school.</p>



8 – Budget materials and staffing	<p><i>Class teachers teach their own Charanga music lessons. It is not included in PPA cover. Some teachers teach music more confidently than others. We have had CPD for charanga which developed the school skill set.</i></p> <p><i>Instruments are taught by external company who are skilled and able to build on the skills each lesson and into each year. I use the funding from the LA to fund these sessions. This budget is worked out every September so we can plan for lesson and also book events such as attending Sunderland sings or having 'Travelling by Tuba' coming into school.</i></p> <p><i>Utilise local authority funding and explore other funding opportunities to support music education initiatives.</i></p> <p><i>Offer regular CPD opportunities for all staff, focusing on effective music teaching strategies, differentiated instruction, and assessment.</i></p> <p><i>Leverage the skills and expertise of staff members with music backgrounds.</i></p>
9 – Pupil Premium and SEND provision	<p><i>All children in Bexhill receive music lessons. We also offer a funded place on Rocksteady to one child per year.</i></p> <p><i>Allocate resources to support the music education of students eligible for Pupil Premium and students with SEND.</i></p> <p><i>Offer individualised support to students who require additional assistance, such as one-to-one tuition or small group sessions.</i></p> <p><i>Ensure that all students feel welcome, valued, and supported in their music learning.</i></p>
10 – Summary Action Plan	<p><i>Every year a Music action plan is developed and submitted to SLT. This is reviewed termly, and all actions are SMART.</i></p> <p><i>Develop an annual action plan with specific, measurable, achievable, relevant, and time-bound (SMART) goals.</i></p> <p><i>Monitor progress towards these goals on a regular basis.</i></p> <p><i>Regularly review and update the action plan based on student progress and identified needs.</i></p>
Evaluation	