

Music Development Plan

School: Newdale Primary School

Local music hub: Telford and Wrekin Music Service

Music lead: Mr G Banfield

Headteacher: Miss R Cook

Date written: July 2025

Vision and Intent

Music at Newdale not only equips children with declarative and procedural knowledge to act as a bedrock for pupil's musical skills and interests but also aims to enhance our pupil's expressive skills and nurtures their wellbeing and mental health.

As soon as pupils begin at Newdale, music is used as a great tool to support early teaching and memory retention across the wider curriculum, from learning the alphabet, to phonics, to learning times tables and the continents etc.

While a pupil's tacit knowledge of music, rooted in context, experience, practice and familial values, differs vastly from household and community, we aim to allow all pupils to be exposed to varying genres and instruments which they may not have accessed before.

Using the National Curriculum and subsequent supporting documentation (such as the Ofsted research review, the Model Music Curriculum and the National plan for Music Education), we have designed our own bespoke progression in this subject to engage and inspire our pupils who will develop an appreciation of different musical styles and have the opportunity to develop and express their skills and creativity across the range of musical competencies.

Children will perform, listen and analyse critically, sing, improvise and compose music and understand the musical elements as building blocks within music.

Our plan for delivering high-quality music education and supporting children’s progress.

		<i>Where are we now?</i>		<i>What will we do next?</i>
What do we include in our provision at Newdale Primary? In the classroom Beyond the classroom	Curriculum (setting the foundation)	High-quality weekly music lessons	<ul style="list-style-type: none"> • Planning is based on procedural, declarative and tacit knowledge with a progressive curriculum with small, incremental steps in learning. Teachers use Charanga and our bespoke ‘TopDoc’ in order to support their planning and subsequently support children’s progress. • Music is inclusive for all learners including those with SEND. • Music is taught consistently for every year group, every week for a minimum of 1 hour across the year and is within every timetable. • In our Early Years, music is delivered through holistic practice as an integral part of our bespoke Early Years curriculum. Music is part of daily continuous provision – instruments are accessible every play time with ribbons to encourage movement to 	Continue to develop planning to suit needs of pupils. Use pupil voice to develop planning.
	High quality music provision			Support EY staff to plan topics across the four musical areas. Develop EY practice to include musical questioning.
				Use music tech appropriately for pupils in EY to make their own choices about independent listening. Increase use of recordings for reflection and self-evaluation. Staff CPD and training on use of iPad/recording and what to use for it (linking with target of digitisation of evidence).

music.

Invitations to engage with sound are available daily and singing is integrated within other curriculum areas such as early maths, early reading and personal development objectives. There are adult led music lessons which are planned for by the nursery teacher and are included in the topic taught session regularly.

- KS1 music turns musical play into playing musically. Pupils in **Year 1 and 2** are taught by class teachers and use tuned percussion- **Glockenspiels**- to apply knowledge and skills. Planning is provided through access to the progressive scheme- charanga.
- KS2 music continues to build learning in small, incremental steps. Pupils develop their playing with increasing accuracy, fluency, control, and expression.
- Years 3 and 4 will receive whole class ukelele instrumental tutorial from our in-house musical specialist.

	<ul style="list-style-type: none"> • Years 5 and 6 have whole class Doods with external music specialist. (a dood is a hybrid instrument between a recorder and a clarinet). 	
Vocal provision	<ul style="list-style-type: none"> • 20 minute weekly whole school singing assemblies led by music specialist. Focus on enjoyment and being part of a massed choir rooted in skills development. • Staff have access Charanga resources- assemblies alive to support vocal provision. • Singing is used to support developing class ethos and to support learning across the curriculum. School sing at times of celebration and massed events. • Including a greater number of songs in different languages and link sessions to world events/national themes. • Music units during Autumn 2 centre around learning and rehearsing of 	<p>Build a repertoire of vocal warm-ups.</p> <p>Class teachers or TA to attend singing assemblies per half term– CPD through modelling and coaching. During the year teachers are asked to lead singing assemblies for their own development.</p>

	Christmas themed songs which are then performed to parents.	
Performance opportunities	<p>Music/Drama performances:</p> <ul style="list-style-type: none"> • Nursery and reception Christmas Nativity • Y1- Christmas Crafts and Singing for parents. • Y2 - Christmas nativity to parents • Y3/4 – Christmas Crafts and Singing for parents. • Y5/6 – Christmas Crafts and Singing for parents. • Y6 Leavers performance in end of year assembly. • Young Voices-performing in the largest children’s choir at the Genting Arena in Birmingham. 	<p>Share performances (including class performances and assemblies) through our school website or Facebook Newdale Primary and Nursery School – News and information for parents and carers (newdaleschool.org.uk)</p> <p>Performances at Christmas and Summer fayre with duet and solo opportunities.</p>
Music room and resources	<ul style="list-style-type: none"> • High quality instruments (tuned and untuned), accessible when needed. • In Early Years, there’s been an increase of resources for children to make own choices for sound and play tuned and untuned instruments to develop skills through exploration and play. 	

	<ul style="list-style-type: none"> • Dedicated music practice room- the rainbow room- for rehearsals, peripatetic lessons and other music related sessions (available from the PM). 	
Communicating with parents	<ul style="list-style-type: none"> • EYFS- Use of evidence me to share children exploring music and performing. • Parent pay- To share information on parent pay for performances and events relating to music. 	<p>Document collated with all information parents need including how to apply for instrumental lessons (on website).</p> <p>Online communication through website, Facebook and parent pay.</p>
Transition	<p>Nursery/pre-school</p> <ul style="list-style-type: none"> • Pre-school children have had both music specialist and adult led sessions in preparation for reception/KS1. • Nursery leavers festival with music opportunities and performances. 	<p>Transition from preschool to Reception: plan singing/music sessions together with children and nursery staff team.</p>
	<p>Secondary:</p> <ul style="list-style-type: none"> • Pass on information about instrumental learners. 	<p>Contact local secondary schools- explore possible performance opportunities eg where current Y6 can attend performances in new settings or where secondary</p>

			schools can deliver workshops at Newdale.
	Annual action plan	Each year areas identified to move music on and maintain high priority.	See in subject leader folder online
Co-curricular Beyond the classroom	Instrumental learning	1:1 and small group instrumental tutorials taught by peripatetic specialist music teachers.	Signpost ensemble opportunities outside school community. Performance opportunities – KS2 instrumental learners to perform to KS1 during singing assemblies. Encourage PPG instrumental teaching- through our club offer.
	Vocal	Young Voices/Telford Sings– after school /lunchtime choir for children in Y4, Y5 & Y6. Inclusive and open to all, adult provision offered for any pupils who need 1:1 support.	
	Ensemble/ Instrumental	Recorder club Years 3 and 4 to be offered.	
Enrichment	Live performances	Cultural capital experienced through: Live performance through Rocksteady. LoudMouth.	

		<p>Snaptrap.</p> <p>Secondary school performances.</p> <p>School pantomime visits in Autumn 2.</p>	
Leadership		<i>Where are we now?</i>	<i>What will we do next?</i>
	Executive Principle/ Governors	<ul style="list-style-type: none"> • SMT meetings discussing music. • Music monitoring with SMT alongside Subject Leader. 	SMT to be involved in the running of Christmas performances (with guidance from Mr Banfield).
	Subject Leader and in house music specialist	<ul style="list-style-type: none"> • Our in house-music specialist is subject leader, co-ordinates musical opportunities and the curriculum throughout the school. • Regular CPD through staff meetings • Team teaching where possible • Music specialist delivers whole class ukelele tuition. • Subject leader to seek moderation and supportive resources with the Telford & Wrekin Music Hub (September 2025). 	<p>Subject leader to continue to monitor subject through staff voice, floor book looks, pupil voice and learning walks.</p> <p>Subject leader to actively engaged with CPD and updates.</p> <p>Create a knowledge progression for music tech. Implement use across the school in line with develop CPD for staff to fully understand music theory from the curriculum.</p>

<p>Teachers</p>	<p>Supportive teachers who understand and believe in the importance of music. Inquisitive and always ask for support in ensure the best for their pupils.</p> <p>They say:</p> <p>‘I love the appraisal section at the start of every lesson and how we now introduce the children to a huge range of songs, all from different eras and of different genres.’ – Miss Hailey</p> <p>‘I love the fact that we teach music weekly and children experience a range of musical genres through charanga. It is also handy that HLTAs are confident to deliver Music sessions due to the clear structure of charanga.’ -Mr Banfield</p> <p>‘Musical performance opportunities at Newdale allow children to develop confidence and further enhance their musical knowledge and skills, next year we will aim to further develop this with our co-curricular music plans’ - Miss Fisher</p>	<p>Subject leader to continue to share CPD with staff where appropriate.</p> <p>Subject leader to email with subject updates and changes regularly.</p>
<p>Pupils</p>	<p>Pupils who LOVE music, who value enrichment opportunities and love musical learning.</p> <p>They say:</p>	<p>Continue to conduct termly pupil voice to measure impact in knowledge and skill delivery.</p>

'I love Rock music- do you want to see?' Nursery pupil.

'Our teachers teach us very well and I like listening to music but it depends which song. I like classical with the violin. We've learnt about Blues and pop.' Year 2 pupil.

'When I play my piano and it relaxes me. I have lessons every Friday. I'm planning to get a Ukelele at home.' Year 4 pupil.

'I love music because it has different kinds and genres of music so you can choose what you want, lots of options, relaxing, good for mental health and relaxes kids brains. It can be calming.' – Year 6 pupil.

Where are we now?

What will we do next?

**Communities
&
Partnership**

- School community – support musical events.
- Continue to work closely with
- Take advantage of free opportunities and work together.
- Fundraising to support some funding towards travel.

Find opportunities to perform within the community, invite community members in to perform to our children.

Look at music transition sessions as part of school transition

Continue to signpost external family events to support parents with musical learning.