

Music Development Plan Summary: The Mease Spencer

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

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

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	2024
Date this summary will be reviewed	2025
Name of the school music lead	Emma Humphries
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Derbyshire Music Partnership
Name of other music education organisation(s) (if partnership in place)	

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this [here](#).

At The Mease Spencer Academy, our aim is to deliver a high-quality music curriculum that inspires all children, inclusive of those with special educational needs and disabilities, to listen to and build an appreciation of a wide range of music, be creative and reflective, explore the history of music, and to think and act as musicians and composers. Children develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music.

Children develop an enjoyment and curiosity for music, as well as an understanding

and acceptance of the importance of all types of music and an unbiased respect for the role that music may play in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and can use their musical skills, knowledge and experiences to involve themselves in music in a variety of contexts.

Through the teaching and learning of our four key concepts, all children are given opportunities to perform, compose, transcribe and describe a range of musical styles.

Teaching and learning of music are supported using the scheme, Charanga.

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, concerts and performances, the learning of instruments.

From EYFS through to Year 5 have an hour of music provision weekly. This comprises of specific skills lessons (Charanga), singing sessions and preparation of music associated with school productions. Lessons from Year 2 to 6 are interspersed with tuned instrumental lessons (glockenspiel, Boomwhackers and handbells). When children are preparing a class performance to a live audience, the sessions may be blocked rather than separated by the week. We increase access for disabled pupils and support our pupils with special educational needs (SEND) through full integration in music lessons and additional provision. See the school's policies on SEND provision.

We work in partnership with the Derbyshire Music Education Hub and Music for Schools Foundation.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

Alternative titles for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

Outside of music lesson times, one-to-one and small-group tuition for instruments is available on request by parents and carers. If financial hardship is a barrier, we have opportunities to ensure fair access. Choir can be attended for free by pupils of all ages. We have a dedicated music room used by all our staff equipped with instruments. This is also used by outside agencies to deliver music sessions across the school week. We offer peripatetic lessons (outside provider paid for by parents) in recorder, woodwind, brass and piano. Rocksteady (outside provider paid for by parents) provides opportunities for children from Year 1-6 to learn a rock instrument and perform in a rock band.

Our school choir runs all year and are given the opportunity to attend a live performance at The Birmingham Arena - Young Voices. We also offer extra opportunities for our choir to sing at school events and local churches.

Further music-making and singing is planned a class is due to perform for parents as part of our enrichment calendar. Children sing together weekly and have time to appreciate listening to music during dedicated class and assembly times.

We signpost children to choirs and music activities out of school through newsletters.

Our children will build secure knowledge, skills and understanding in music and will be prepared to access the music curriculum in year 7. Pupils develop an understanding of how subjects and specific skills are linked to future jobs.

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities for wider learning.

Participation in music develops wellbeing, promotes listening and develops concentration. Appreciation of music will support our children's understanding of arts, culture and history, both within our local community and across the world. We encourage our staff and children to share in musical appreciation and hope to develop interest in music for the future.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be 'Musical events' or 'Musical performances'.

Musical experiences are planned for over the academic year, including regular events such as singing in assembly every week, musical performances, school concerts and class assemblies.

Many of our children learn the lyrics and music ready to perform live at

Birmingham Arena in Young Voices. This gives children the opportunity to both perform and experience live music by known, accomplished artists across a range of musical aspects.

During assemblies, our music teachers inspire children through performing to the children live. At the end of term, children learning an individual instrument or playing in a band or orchestra perform for the school and their parents.

We also introduce the children to other musical experiences such as trips to the theatre and Christmas and inviting musicians from the local high school to perform to the children.

In the future

This is about what the school is planning for subsequent years.

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

As we continue to grow as a school we intend to offer a broad range of instrumental opportunities. We also want to explore creating and composing music digitally using the studio on Charanga.

With additional year groups will also come additional performance opportunities at key points within the school year.

We hope to grow our school choir by giving them an increased amount of opportunities to perform especially in our local community.

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.

	Current	Future	School Actions/Hub Support
Whole Class Instrumental Teaching	Year 4 currently have a year of brass lessons through Derbyshire music partnership	Explore an offer for year 6 when we open the year group	Explore school funding available. Discuss instrument offers with Hub.
Curriculum Teaching	Use charanga to teach our main music curriculum with Derbyshire music hub supplementing certain year groups	Explore other schemes such as sparkyard	CPD: staff meeting time and lesson observations
Singing Provision	Music assemblies Many opportunities for children to perform to an audience. Choir – Young Voices performance.	Consider the use of Sparkyard songs and Young Voices songs for singing assemblies. Whole school approach. Make use of the Ten Pieces	Planning with SLT/ music lead around singing assemblies. Ensure access to music. Share: Ten Pieces Music lead organise Young Voices trip.

		for music appreciation in classrooms and singing assemblies.	
Instrumental Teaching	Monitor and considered to continued use of Rocksteady.	Ensure clear communication between outside agencies, staff, children and parents.	Parental survey Music lead consider communication opportunities.
Subject Leadership	Deep dives monitor the teaching of music.	Continue deep dives. Continue the use of OneDrive to document and share our music offer. Explore the use of digital music provision.	Deep dives timetabled into the calendar. Share links for free music resources (continue to add to live document): Incredibox Creatability (SEND) Explore additions to Ipads: Tonepa