

ACTION PLAN 2024/25

Date:	Sept 24	Subject/Focus Area:	Music	Completed by:	Emma Smith-Holmes
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Links to Whole School Development Priorities (please tick the last column to show which priority your subject targets link to)	1. To further embed all aspects of continuous provision in Y1	X
	2. To improve reading comprehension skills from Y1 to Y6	
	3. To further enhance children’s outdoor learning experiences	X
	4. To improve editing, spelling and handwriting from Y1 to Y6	

Vision statement:

At Markeaton Primary School, we aim to provide every child with a solid foundation of musical skills. We want to capture our children’s enthusiasm by offering them a broad range of musical experiences. Through these experiences, we provide our children with opportunities to listen and respond to a range of music, to devise their own opinions and feelings about different music types, and to develop their skills to play and compose with a range of instruments. We are committed to exposing children to a range of music from history and other cultures, encouraging them to show appreciation for a range of music genres and styles. At Markeaton, we celebrate all musical skills and performances, providing children with the opportunity to showcase their performance skills both alone and with others. Through our music curriculum we endeavour to develop children’s skills in order to create self-disciplined, cooperative and creative musicians, regardless of their starting points.



Curriculum Family Target:

To plan opportunities for children to articulate their responses using rich and relevant vocabulary.

Targets <i>(please highlight any targets which strengthen the connectivity of the curriculum)</i>	Implementation <i>How are we going to do it?</i>					Impact <i>What will be the impact and how will we know?</i>	
Objective	Action(s)	Staff	Resources (costs if applicable)	Start date	End date	Success criteria	Monitor
Continue to review and develop music planning for FS and KS1 to ensure progression, vocabulary and coverage is in line with KS2 expectations.	<ul style="list-style-type: none"> • Audit existing planning for FS and KS1. • Discuss / share overview with PPA Cover. • Review and develop planning as required. • Observation of lessons. • Audit and consider C.P. opportunities for FS2 and Y1. 	ES-H	My time Subj Leader half day Potential C.P. costs if equipment is needed.	Sept 24	July 25	There is a smooth transition between musical substantive knowledge and disciplinary skills from FS to KS1 to LKS2 to UKS2. Pupil Voice demonstrates growing acquisition of musical knowledge and skills and a positive attitude towards music. Lesson observations reflect pupil voice.	ES-H
Continue to work alongside PPA Cover to tailor the planning and teaching of music in Markeaton.	<ul style="list-style-type: none"> • Audit existing provision from PPA (to include lesson observations and planning). • Discussions with Karen Norton regarding the teaching of music. • Observations of lessons. 	ES-H PPA Cover	My time PPA Cover costs (KS2 cover – see budget)	Sept 24	July 25	Music lessons delivered by PPA Cover are in line with expectations at Markeaton and planned opportunities are delivered well. Lessons promote enjoyment of music as well as musicianship. Pupil Voice demonstrates growing acquisition of musical knowledge and skills and a positive attitude towards music. Lesson observations reflect pupil voice.	ES-H PPA Cover

Complete and share Music Action Plan Summary onto school website.	<ul style="list-style-type: none"> • Research formats. • Audit current provision. • Ensure it is uploaded to the school website. 	ES-H	My time	Sept 24	Oct 24	Music Action Plan summary is on website.	ES-H
Work with music hub and cluster schools for opportunities to perform with other schools in alternative venues (including outdoor events)	<ul style="list-style-type: none"> • Christmas Rainbows Hospice with Derby Cathedral Choir. • Cluster singing event in June (venue TBA). • Work with Local Vocals for some joint events in local community? 	ES-H	My time There may be some cost for any transport needs	Sept 24	July 25	Events happen and are well received. Pupil Voice is positive.	ES-H
Encourage musicianship by providing opportunities for performance within school.	<ul style="list-style-type: none"> • Singing assemblies. • School Choir at events such as Christmas Fair. • Peri group performances. • Brass ensemble performances. • School musical (y5/6). • Parent performances? • Instruments outside for theatre area on field. 	ES-H	My time School Musical performance licence Any costs for staging the school performance	Sept 24	July 25	Children take up the opportunities presented. Pupil Voice is positive.	ES-H
Continue to provide the pupils with opportunities to expand their musical appreciation for a variety of genres and artists (as described in the Model Music Curriculum)	<ul style="list-style-type: none"> • Musician of the Month assemblies, home leaflets, playlists. • Music playlists to fit department 'topic' to represent a wide variety of music. • Development of vocabulary rich responses to music. 	ES-H and CTs	My time Musician of the Month yearly subscription (£70)	Sept 24	July 25	Pupil Voice is positive and shows a growing appreciation of musical styles and genres.	ES-H
Provide further CPD opportunities to enhance teaching staff's knowledge,	Staff meeting time to update staff on priorities and pedagogy. (see SM rota for date)	ES-H Arts Team	Staff Meeting time	Sept 24	July 25	Staff show confidence in subject knowledge, understanding and pedagogy. (See walk rounds, planning, books, pupil voice etc.)	ES-H

understanding and pedagogy in this subject or parts of this subject they are less confident with.	Work with Curriculum Family Team to ensure all department planning reflects priorities and pedagogical updates.					Staff are happy to approach and engage in professional dialogue. Staff using any CPD support and guidance documents / websites as required.	
Continue to develop a clear way of assessing the Foundation Subjects.	To develop and check Final 4s are addressing substantive knowledge and disciplinary skills using Bloom's Taxonomy. (See progressive question stems)	ES-H	Internal Cover (See ES-H)	Sept 24	July 25	Final 4s show pertinent, focused questioning to assess substantive knowledge and disciplinary skills.	ES-H
Further enhance my role as subject leader so that I can use monitoring and overview evidence to improve standards in this subject across school and feel confident in a 'deep dive' or equivalent.	Use Subject Leader release time to monitor standards. <i>Speak to ES-H for any specific CPD needs you have.</i>	ES-H	Internal cover (See ES-H)	Sept 24	July 25	Confidence under scrutiny of 'Deep Dive' or equivalent.	ES-H
Additional Notes							
The year 5 cohort will continue to have brass lessons for half a year each class. This is paid for by school and run through Derby Music Partnership.							