



Elburton Primary School Music Development Plan

Welcome to Elburton's Musical Development Plan, a comprehensive framework designed to nurture and inspire the musical talents of our students. At Elburton, we believe that music is an essential part of a well-rounded education, fostering creativity, confidence, and a lifelong appreciation for the arts. Our plan outlines a structured approach to music education, encompassing curriculum enhancements, instrumental tuition, performance opportunities, and community partnerships.

Through this plan, we aim to provide every student with enriching musical experiences that support their academic and personal growth. By integrating music into the fabric of our school community, we seek to cultivate a love for music, develop musical skills, and celebrate the diverse talents of our students.

This document serves as a guide and commitment to our dedication to musical excellence, ensuring that all students at Elburton have the opportunity to explore, discover, and excel in the world of music. Together, with the support of our teachers, parents, and community partners, we look forward to fostering a vibrant and inclusive musical culture that inspires and empowers our students to achieve their fullest potential.

DFE Key Features	Where we are	Happy as it is/where we are going?
Subject Leadership	Mrs Emma Phillips is the full time music lead for Elburton Primary School. Music is monitored and supported by Mrs Ros Light (Deputy Head and Curriculum Lead) The Governors that oversees Music are Carrie Tutte and Anna Clooke.	This will continue into the next academic year.
Staffing	Music education at our school is delivered by a combination of teachers. Some classes are taught by their regular class teachers, all of whom incorporate music into their curriculum. In addition, certain year groups have benefitted from the expertise of a music specialist, who collaborated with the class teachers to build their confidence in delivering instrumental lessons. We also have several experienced	

<p>CPD</p>	<p>teachers who provide consistent music instruction across specific year groups.</p>	
	<p>At Elburton, our music staff have regular access to relevant CPD opportunities. We utilise the Charanga music scheme, which offers CPD meetings and webinars available to all staff who wish to participate. Additionally, we hold music INSET sessions once or twice a year to discuss and implement updates and changes. Teachers have received weekly team teaching training from First Access.</p>	<p>Staff will be encouraged to enhance their continuing professional development (CPD) through the meetings and webinars offered by Charanga.</p>
<p>Partnerships</p>	<p>As part of the Learning Academies Trust, we have established a robust network of collaboration among our schools. Our music leads from each school form a hub that convenes on a termly basis. These meetings are a platform for sharing best practices, exchanging ideas, and providing mutual support. Additionally, we have cultivated strong ties with the local community. Our students regularly participate in events such as singing at a local nursing home, performing at the village light switch-on, and entertaining at various community events like the church fair.</p>	<p>Continue to strengthen connections within the LAT to share best practices and skill sets. Explore additional opportunities within the local community to perform, such as visiting a local nursing home to sing for the residents during the Christmas season.</p> <p>Actively seek out and organise additional live music events for our children. Aim to provide a diverse range of live music experiences that cater to different musical interests and skill levels, ensuring that our children have ample opportunities to perform and engage with live music regularly.</p>

Facilities	<p>Our classrooms are spacious, providing ample room for teaching. We also have a designated music room specifically for small group tuition, where a specialist music teacher conducts lessons.</p>	
Resources	<p>At Elburton, we are fully equipped to deliver our music curriculum. We have a variety of tuned and untuned instruments, including glockenspiels, recorders, and ukuleles for the students. Each classroom features an interactive screen to facilitate our music scheme. Additionally, we can borrow or hire a range of instruments from Plymouth Youth Music Services (PYMS). However, there is currently no dedicated budget for music.</p>	<p>Continue conducting annual health and safety checks, ensuring that all necessary supplies are restocked as needed.</p>
Timetabling	<p>Music is taught to all pupils for one hour per week every other term. Additionally, incidental music is integrated through various avenues, including a 30-minute whole school music appreciation lesson each week, brain breaks, and cross-curricular activities.</p>	
Lesson overview	<p>Lessons are clearly structured using the Charanga scheme, following a consistent format each week to ensure students understand the flow of a music lesson. Each lesson includes musicianship activities (such as pulse, rhythm, and pitch), a listening and appraisal section, singing, and playing and/or performing. Additionally, there are opportunities for composing and improvising at various points within the unit. Lessons are delivered to the entire class, ensuring full participation from all students.</p> <p>Taken from Charanga:</p> <p><i>“Our MMC Scheme is suitable for children aged 5–11, with six self-sufficient units per year. Each unit is structured into six steps which can be covered as you see fit, though a pace of one step per weekly lesson may suit the pace of your</i></p>	

Curriculum plan	<p><i>academic year well. The first step of each unit introduces that unit's focus in terms of content, skills and knowledge; the middle steps then develop this, and the final, sixth step assesses the learning through exciting performances and activities"</i></p>	
	<p>The Charanga scheme <i>"follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing musical confidence and enabling them to go further. Teachers can adapt their teaching to respond to the strengths and needs of the children they teach"</i>.</p>	

DFE Key Features	Where we are	happy as it is/where we are going?
Assessment and record keeping	<p>Teachers are required to record their music lessons for assessment purposes, capturing each aspect of the lesson at three key points throughout the unit: the beginning, middle, and end. This method provides a clear view of the progression made by the students. The recordings are straightforward and quick to implement, making the assessment process both appropriate and useful.</p> <p>These assessments help teachers tailor future music lessons, allowing them to revisit certain aspects if necessary or introduce more challenging material based on student needs. This approach not only enhances teaching effectiveness but also supports student learning by providing a structured way to monitor and encourage progress. Additionally, this system avoids being cumbersome and</p>	<p>Ongoing assessment will be monitored, and the music lead will ensure that music lessons are recorded and uploaded to our shared drive for documentation.</p> <p>Continue to deploy the teaching assistant (TA) appropriately and effectively to assist with the assessment and monitoring of music in the classroom.</p>

	<p>time-consuming, ensuring that the focus remains on the educational experience.</p>	
<p>Singing in the classroom</p>	<p>At Elburton, singing is firmly embedded within our curriculum. It is an integral part of each music lesson, with the repertoire carefully selected to be incrementally challenging and age-appropriate. The children demonstrate a real passion for singing, not just in the classroom but also in various school events and activities. This enthusiasm for singing is nurtured through regular practice and performance opportunities, ensuring that it is a key component of their overall musical development.</p>	<p>Continue incorporating songs into other subjects to create cross-curricular links, fostering a love of singing that extends beyond music lessons.</p>
<p>Whole-class instrumental learning</p>	<p>In our curriculum, students from Year 1 to Year 6 learn to play glockenspiels, recorders, djembe, and ukuleles. We chose this diverse range of instruments—covering percussion, woodwind, and string—to provide students with a broad musical experience. This selection ensures that children have the opportunity to develop skills across different types of instruments, laying a foundation for future learning.</p> <p>To incrementally improve pupils’ performance techniques, our curriculum includes structured lessons that gradually increase in complexity. This ensures that students develop their playing skills methodically over time. Each lesson is carefully planned to allow sufficient practice time, enabling pupils to hone their skills and gain confidence in their musical abilities. Regular practice and performance opportunities are integrated into the curriculum to support continuous improvement and mastery of each instrument.</p>	<p>We aim to introduce more instruments that build on previous learning, such as transitioning from recorder to clarinet, ukuleles to guitar, and glockenspiel to steel pan. However, this depends on budget availability and the class teacher's confidence in delivering these lessons. Additionally, we will highlight instrument and ensemble opportunities available outside the school community.</p>
<p>Composing in the classroom</p>	<p>Our curriculum is designed to teach pupils the skills and techniques of composition in an incremental manner, ensuring these skills are embedded within our lessons. Using the Charanga scheme, which follows a spiral approach, students have the opportunity to practice</p>	

	<p>and revisit compositional techniques regularly, allowing for gradual and sustained development.</p> <p>The Charanga scheme ensures that students are introduced to basic compositional elements early on and build on this foundation as they progress through the years. For example, younger students might start with simple rhythmic patterns and melody creation, while older students will engage in more complex tasks such as developing full musical pieces where appropriate.</p> <p>This incremental approach provides ample time for students to practice and refine their skills over time. Each lesson builds on the previous one, reinforcing knowledge and techniques through repeated application. Additionally, we incorporate opportunities for students to experiment with their compositions, receive feedback, and make improvements, fostering a deeper understanding and mastery of the compositional process.</p> <p>By integrating these practices into our music curriculum, we ensure that pupils not only learn how to compose but also develop the confidence and creativity to express themselves musically. This structured progression of knowledge and skills helps students to see their growth and understand the compositional process comprehensively.</p>	
<p>Listening in the classroom</p>	<p>Charanga provides a comprehensive repertoire that supports and enhances pupils' musical understanding. The children listen to a diverse selection of songs from various genres, ranging from classical to contemporary, world music to jazz. This varied exposure ensures that students gain a broad appreciation and understanding of different musical styles and cultures.</p> <p>The repertoire is carefully chosen to align with the curriculum objectives and to challenge students appropriately at each stage of their learning. Each piece of music is selected to illustrate specific</p>	

	<p>musical concepts and techniques, reinforcing what students are learning in their practical lessons.</p> <p>In addition to listening, children are encouraged to appraise the music they hear. They learn to analyse and discuss elements such as rhythm, melody, harmony, and instrumentation. This critical listening helps deepen their understanding of music theory and composition.</p> <p>Furthermore, we emphasise that personal taste in music is subjective, and it's perfectly acceptable to have individual preferences. Students are taught to articulate their likes and dislikes thoughtfully, providing reasons for their opinions. This practice not only supports their musical education but also fosters critical thinking and respectful discussion skills. Through this structured and diverse listening program, we aim to cultivate well-rounded, knowledgeable, and appreciative young musicians.</p>	
--	--	--

DFE Key Features	Where we are	happy as it is/where we are going?
First Access (KS2)	<p>We will not be using First Access in our approach. Instead, our teachers have dedicated themselves to developing their own musical skills to effectively teach the lessons themselves. This allows for detailed instruction and ensures that every child has the opportunity to fully engage and succeed in our music program.</p>	<p>Starting in September, First Access will no longer be utilised. Throughout this year, class teachers have collaborated with the music specialist to develop their own musical skills, enabling them to independently teach the lessons.</p>



Beyond First Access	<p>Children at our school have the opportunity to further their instrumental learning beyond the core curriculum through specialised instrumental lessons offered by a music specialist. These lessons are available for students who choose to deepen their skills and progress on their chosen instrument.</p> <p>These instrumental lessons are tailored to meet individual learning needs and goals, providing personalized instruction that builds on the foundational knowledge gained through our core music program. Students can receive focused guidance on technique, repertoire, and musical theory, helping them to develop proficiency and confidence in playing their instrument.</p> <p>Additionally, these lessons offer continuity and support for students who wish to pursue music beyond the basic curriculum, whether for personal enjoyment or as a pathway to more advanced musical pursuits. By encouraging and facilitating these additional learning opportunities, we aim to nurture a lifelong love of music and foster the talents of our students.</p>	Continue leveraging the staff's skillset to deliver instrumental lessons.
Instrumental tuition	<p>At Elburton, children have the opportunity to learn keyboard, guitar, or ukulele as part of our instrumental tuition program. This offering is highly popular, with a significant number of students actively participating, often resulting in a waiting list for enrollment.</p> <p>Our instrumental tuition program is designed to accommodate the diverse interests and musical aspirations of our students. Whether they choose keyboard, guitar, or ukulele, each instrument is selected for its educational value and appeal to young learners. These instruments not only provide foundational skills in music theory, technique, and performance but also foster creativity and self-expression.</p> <p>Instruments are available for students to use during lessons, either provided by the school or through arrangements with external providers. We ensure that these instruments are well-maintained and suitable for learning, creating a conducive environment for musical development.</p>	

	<p>Overall, our instrumental tuition program at Elburton encourages students to explore their musical interests, develop their talents, and embark on a rewarding journey of musical discovery.</p>	
--	---	--

DFE Key Features	Where we are	happy as it is/where we are going?
Choirs and ensembles	<p>At Elburton, our KS2 choir is a source of pride, with 29% of KS2 students actively participating. The choir represents a diverse cross-section of our student body, including girls, boys, and pupils eligible for pupil premium support.</p> <p>The choir operates as an after-school club, ensuring all interested children have the opportunity to attend, provided it does not conflict with their other after-school commitments. We also schedule some lunchtime practices to accommodate more students and maximize participation.</p> <p>Our choir rehearses and performs a wide variety of musical genres and cultural styles, fostering a deep appreciation for diversity in music among our students.</p> <p>We actively engage with our local community through performances during Christmas and at events such as the U3A</p>	<p>Looking ahead, establishing an instrumental ensemble would be beneficial for the children at Elburton and is worth considering. Additionally, exploring the feasibility of forming a KS1 choir is also something that will be looked into.</p>



	<p>meetings. Recently, we had the honor of participating in the Young Voices event in February 2024, an experience we aim to repeat regularly in the future.</p>	
Performances	<p>Throughout the academic year at Elburton, we offer a variety of performance opportunities both within the school and beyond, ensuring that 57% of our school population has the chance to showcase their talents. These opportunities include:</p> <p>Christmas Carol Concert: Held annually, our Christmas Carol Concert is a festive highlight where students perform traditional carols and seasonal music for their families and the school community.</p> <p>Christmas PTA Event: Students participate in performances during our Christmas PTA event, entertaining attendees with holiday-themed music and performances.</p> <p>Young Voices (YV): Our school takes part in the Young Voices event, a nationwide choir performance that allows students to join with thousands of others in a large-scale musical performance.</p> <p>Musical Theatre Productions: Students have the opportunity to participate in musical theatre productions, showcasing their acting, singing, and dancing talents in school-wide performances.</p> <p>These performance opportunities are carefully planned each term to provide a platform for students to develop their confidence, teamwork skills, and musical abilities. They also foster a sense of pride and community spirit within our school. By participating in these events, students gain valuable experience in performing arts and create lasting memories of their time at Elburton.</p>	<p>Ensure annual planning for live music performances is addressed.</p> <p>Expand performance opportunities for KS1 to increase participation across the school population.</p>

<p>Progression routes outside school</p>	<p>We have recently begun to establish close collaborations with schools within the Learning Academies Trust (LAT) to enhance our music education initiatives. Moving forward, we aim to expand these partnerships to engage more extensively with the Music Hub and wider community to identify suitable out-of-school ensembles and additional musical opportunities for our students.</p> <p>By strengthening these partnerships and communication channels, we aim to enrich the musical experiences of our students, provide broader opportunities for their musical growth, and foster a supportive and inclusive musical community within the Learning Academies Trust.</p>	<p>Seek opportunities for attending city ensemble events.</p> <p>Explore opportunities to promote ensemble participation outside the school community.</p>
<p>Communicating your plan</p>	<p>Yes, a user-friendly version of our music education plan is publicized to parents and other schools, prominently featured on our school website. This version is designed to be accessible and informative, outlining our comprehensive approach to music education at Elburton. It includes details about our curriculum, instrumental tuition offerings, performance opportunities, partnerships with the Music Hub and wider community, and strategies for supporting musical progression and enrichment.</p> <p>Regular updates and highlights of our music activities and achievements are also shared through newsletters, social media platforms, and direct communication channels, further engaging parents and the broader community in our musical journey at Elburton.</p>	