

# Springfield Music Development Plan 2024

The National Plan for Music Education (NPME) states that:

A Music Development Plan will help a school to:

- Engage critically with its music offer
- Feed music into wider school improvement
- Open a dialogue with music hubs both to enhance in-school provision and connect pupils to broader opportunities
- Publicise their music offer to pupils and parents, including on the school website, so they have an understanding of what to expect.

A high-quality school music education consists of three distinct but interlinked areas of provision:

- Curriculum music, compulsory from Key Stages 1–3, then optional for examination classes.
- Instrumental and vocal lessons, and ensemble membership.
- Musical events and opportunities, such as singing in assembly, concerts and shows, and trips to professional concerts.

<b>Music Development Plan</b>	
<b>1 – Overall objective</b>	To offer an engaging, varied, and forward-looking music curriculum to all children at Springfield Academy, that includes music activities both within school hours and in after school clubs. This will be achieved through an a wide range of music activities, high quality high quality music teaching and guidance, including a continuous schedule of in-school and off-site performances throughout the year, establishing Springfield Academy as a prominent figure in music education, not just within the immediate community but extending its influence further afield. Primarily, Music at Springfield will aim to be diverse and accessible, enhancing our

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	<p>children's cultural capital, promoting their holistic well-being and self-assurance, and cultivating a supportive musical community.</p>
<p><b>2 – Key components</b></p>	<ul style="list-style-type: none"> <li>• Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</li> <li>• Music Lead (The Head teacher) driving Music through the school</li> <li>• Classroom instrumental teaching</li> <li>• Progression from classroom instrumental teaching</li> <li>• Visiting music teachers</li> <li>• Links with external music organisations</li> <li>• Pupil Premium engagement</li> <li>• Succession planning and CPD</li> <li>• School choir</li> <li>• School music ensemble</li> <li>• Whole school singing assemblies</li> <li>• Performance opportunities</li> <li>• Musical engagement with feeder secondary school</li> <li>• Additional funding from hub/charities/fundraising</li> </ul>
<p><b>3 – Classroom instrumental teaching</b></p>	<p>Whole class instrument lessons in Year 3-6; assess which children show particular interest and offer small group lessons with visiting music teachers/the Head teacher ('Time to Shine').</p>
<p><b>4 – Implementation of key components</b></p>	<p><b>Music curriculum</b> – EYFS, KS1, KS2, SEND. Sing Up curriculum and song bank.</p> <p><b>Classroom instrumental teaching</b> – see separate year group plan.</p> <p><b>Progression from classroom instrumental teaching</b> – develop a simple way of tracking students' progress and identifying potential; research individual talent development opportunities for children showing potential.</p> <p><b>Visiting music teachers</b> – recruitment of staff.</p> <p><b>Links with Nottingham Music Hub and external music organisations</b> in Nottingham to support recruitment of children for instrumental and before/after school activities (what are the opportunities?), alongside</p>

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	<p>inspirational musicians and opportunities to see live concerts. Maintain ongoing contact. Music Mark Membership – work towards their award?</p> <p><b>Pupil Premium student engagement</b> – how can we recruit Pupil Premium children into instrumental lessons and wider activities?</p> <p><b>SEND provision</b> – maintain an inclusive learning environment that capitalises on the multi-sensory approach opportunities that music can provide for our SEND children.</p> <p><b>Succession planning and CPD</b> – Train a teaching assistant to support Springfield's music curriculum and increase capacity of music delivery beyond the music lead. Incorporate classroom music delivery training into staff meetings.</p> <p><b>Choir/ensemble</b> – launch a KS2 choir and 2 music ensembles – Samba and African drumming</p> <p><b>Whole school singing assemblies</b> – provide a weekly whole school singing assembly using Springfield 'favourites' and the Model Music Curriculum songs and listening suggestions. (resource = Sing Up)</p> <p><b>Performance opportunities</b> – provide a range of performance opportunities for children in school and beyond for parents to attend: Christmas Production, Fundraising and whole school events, 'Springy' (Spring term) Music showcase concert; class music assemblies for parents showcasing music curriculum music; Springfield's Got Talent (end of summer term).</p> <p><b>Musical engagement with feeder and DLT secondary schools</b> – look for opportunities to work with Bulwell Academy, DCA for transition.</p> <p><b>Additional funding from hub/charities/fundraising</b> – proactively research additional funding for music from the Nottingham Music Hub, local charities, and fundraising in school from performances.</p>
<b>5 – Communication activities</b>	Add information about music provision across the school to the website and parent information.
<b>6 – Evaluation process for the success of the Music Development Plan</b>	Termly feedback/discussion meetings with Headteacher and school staff to assess the progress of the programme; termly contact with the local music hub to give feedback and receive additional support on any difficulties encountered.

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<b>7 – Transition work with local secondary schools</b>	Liaise with secondary schools about transition arrangements for children continuing their music; have a summary document of all children currently having instrumental lessons, singing in choir, or attending ensembles ready.
<b>8 – SEND provision</b>	With school's SENDCo, review the access arrangements for SEND children within curriculum music lessons and beyond; review music curriculum with SENDCo to consider special provision for children with additional needs.
<b>9 – Budget materials and staffing</b>	Agree a budget with details of funding for 1) specialist music staff 2) classroom instrumental teacher training 3) enrichment activities 4) SEND provision 5) instruments/resources including wear and tear costs 6) subscriptions to resources. Review of timetables and how music curriculum lessons and instrumental lessons will be covered. CPD and capacity planning – plan CPD for TAs interested and classroom teachers to increase music delivery skills.
<b>10 – Pupil Premium</b>	Update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.