



Woodland Academy Trust: Music Development Plan



Our Vision: to enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents - both within and beyond education settings - including professionally.

The National Plan for Music in Education: The Power of Music to Change Lives, was published in 2022, with the clear ambition to level up musical opportunities for all children, regardless of circumstance, needs or geography. It sets out a music vision to 2030, with a renewed emphasis on opportunities for all, from early years through to further and higher education and careers, with clear progression paths. The plan has the same high ambitions for children with special educational needs and disabilities as for every child, and the plan is clear that everyone must be able to participate. The Music Development Plan set out in this document, outlines how the Woodland Academy Trust will work towards achieving the goals that are set out in the NPME.

The three goals of the NPME are as follows:

All children and young people receive a high-quality music education in the early years and in schools.	All music educators work in partnership, with children and young people's needs and interests at their heart.	All children and young people with musical interests and talents have the opportunity to progress, including professionally.
- Early years providers offer a strong grounding in music up to age five. - Schools and trusts promote a broad musical culture, with opportunities to play and sing together, perform, create and experience live music. - All primary and secondary schools deliver a quality music curriculum reflecting the breadth and ambition of the national curriculum, such as the Model Music Curriculum. - All special schools and alternative provision settings have equally high expectations. - Music is represented in every school's leadership structure, with a designated lead or head of department at school or academy trust level, for primary and secondary. - Staff are supported with appropriate skills development and resources.	- A refreshed Music Hub program with ever stronger partnerships that build a vibrant and sustainable offer of music education in every part of the country. - Schools, academy trusts and Hubs work together to improve the quality and breadth of music education for children and young people. - Music and arts organisations, and the music industry, contribute to music education as partners in Hubs, and working with education settings at local, regional and national level. - All music educators have a stronger understanding of the role of technology in teaching music, including as a creative tool, and in enhancing teaching and in making music more accessible and inclusive.	- Schools and trusts have clear approaches to supporting their pupils to progress music through and beyond the curriculum, including opportunities to study for qualifications, such as graded exams, GCSEs and A level and vocational and technical qualifications. - Music Hubs proactively work with schools and, where relevant, trusts, to support children's progress, including specifically through group instrumental and/or whole-class ensemble tuition, with opportunities suited to their needs, ambitions and interests. - Hubs, schools and trusts develop an understanding of opportunities for specialist and advanced musical tuition individually and in groups, and support children and young people to access local, regional and national youth music opportunities. - All music educators, including in further and higher education, help young people to understand routes into careers in the music and wider creative industries.



What the strategy means for stakeholders

For pupils	For staff	For leaders and governance
Pupils will: - have access to a range of music producing resources including a range of instruments and music technology. - be given the opportunity to learn an instrument. - learn through an engaging curriculum that provides experience of and participation in live music as well as gives access to an extra-curricular offer of musical learning.	Staff will: <u>CPD</u> - have access to continuous professional development within: • Music technology • Inclusion • Engaging learners from Nursery – Year 6 <u>Resources</u> - have access to: • A clear overview of skills progression across the year groups. • Resources including instruments and digital devices to support effective delivery of lessons. • A music curriculum overview. • An environment and space to deliver effective musical teaching and learning.	Music leaders will: - be given time, resources and access to regular training to develop effective programmes of study and to plan and deliver the wider musical offer, with support where needed. - network with local music hubs and other professionals to support the music development in their schools. - Senior leaders (executive leaders, headteachers, members of senior leadership teams, trusts and governing bodies) will: - proactively interrogate the quality of their school's music provision, including the accessibility and inclusivity of the curriculum and how that is improving over time, and how it supports pupil progression. - play an additional, strategic role in coordinating provision across a group of schools, drawing links and building efficiencies through access to collective resources and expertise.
For parents	For the local/wider community	
Parents will: - be informed about their child's music learning. - be informed about additional opportunities for their child to access further musical tuition - watch children participate in music production - have the opportunity to share their own knowledge and experience of musical production - participate in school activities that involve musical learning and celebration	The local / wider community will: - Enjoy performances in the local community (care homes, supermarkets etc.) - Work in collaboration with schools to develop their music teaching and learning offer - connect with music professionals - be informed about the school's music achievements	

To run alongside the curriculum:

Assemblies

Digital learning

Representation

Cultural music and music from different periods of time

Leaders to ensure:

KS2 instrumental learning (budget, hub funding, DfE reporting)



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Ignite the spark, reveal the champion

	All children and young people from Early Years to Year 6 at the Woodland Academy Trust will receive the following:				
	Experience a broad musical culture in schools and education settings, accessing high quality curricular and co-curricular music, and progressing into appropriate qualifications.	Access the expertise, instruments, technology and facilities they need to learn, create and share their music.	Engage with a range of enrichment opportunities to play and sing, to perform, create and experience live music, and have their music heard.	Opportunities to progress their musical interests and talents, and routes into a variety of music careers.	Supported by a skilled and dynamic workforce.
2022 onwards	-The Trust music working party will create an overview for the music curriculum for Nursery through to Y6 for the delivery of music teaching in the autumn term, 2023.	- A central register of resources to be created for the trust. - All schools to ensure that a class set of ukuleles are available in every school (either through hire or purchase).	- All schools to organise for a group of children to attend Young Voices.		- Music working party to gain skills and knowledge in digital music teaching and learning through the APLS. - Music HLTA employed to deliver music lessons in Key Stage 2.
Academic Year 2023/24 onwards	- Early Years teachers will develop musical learning by teaching body percussion, moving in time to a beat and creating opportunities for children to perform songs, poetry, stories, nursery rhymes and rhyme. - The Trust working party will review the music curriculum, based on guidance and build in digital music learning. This will include an offer of whole class instrumental tuition across KS2.	Audit of musical resources to be led by music leaders in schools and supported by music HLTA. An allocated space for storage to be in place. - Vocal and instrumental teaching and learning will be mapped out across the year groups to ensure pupils are exposed to learning how to use a range of instruments across the Key Stages. - A review of technology resource, including headphones and iPads to take place and appropriate digital resourcing purchased as needed.	- Termly performances/showcases will be planned across the academic calendar for all years. - A calendar of opportunities to watch live performance will be developed – schools will ensure that all children experience observing live performance at least once a year. - Focused singing assemblies will provide regular opportunities for children to participate in live music making with other children outside of the classroom. -	- A spotlight on a different career path in the music industry will be mapped out to be introduced whole-school, across each term of the year. This will be shared through assemblies or in lessons. -Children will be exposed to different aspects of musical production in music lessons such as technicians, producers etc. - Music leaders to communicate with parents/community members to organise visits, assemblies etc. for academic year 2024-25 - Schools to host private and small group music tuition companies to enhance offer available within their communities.	- One PLM per full term to be used to upskill teachers with music teaching and learning, including developing skills in digital music making and producing. - Local Music Hub links to be made to draw upon their CPD offer. - Specific CPD to be provided to all staff about how to engage SEND learners in music education. - A designated music leader must be appointed at the beginning of the academic year.
Academic Year 2024/25 onwards	- A minimum of one hour music teaching and learning must be timetabled weekly for key stages 1 and 2 (this can be split into more than one session). - Schools will plan how to enhance music teaching and learning through other aspects of the school day including through other curriculum subjects, transitions, and routines etc. Use of bulbapp.com to support this. - Reviewed music curriculum to launch in all schools. - Indoor and outdoor provision will provide opportunities to develop musical learning.	- A class set of a range of percussion instruments to be purchased. - Yearly review of technology resources and apps that are needed for the delivery of the curriculum. - A class set of 25-note glockenspiels will be available/purchased for teaching music in every trust school.	- Choirs and ensemble groups to be set up. -All schools will work towards an end-of-year music festival (hosted by the schools), where all children will be involved in the production and performance of a musical outcome - Draw upon community links to encourage parents/wider community to share their musical talents. - All schools to send a group of children to the Bexley/Kent music festivals.	- Visits (virtual or in person) to be arranged with a range of professionals who have different musical careers. - Visits to musical venues to be planned. - Children to be entered into graded exams where appropriate. - Ensure that individuals from musical roles are diverse and include differently abled role models.	- CPD music offer to be provided to staff. Considerations to include how (team-teaching, lesson modelling, training etc.) as well as the content. This must include training on how to engage all learners in accessing music education.
2025 onwards	- The learning environment from EY- Y6 will celebrate and enhance musical learning. - Digital music teaching and learning to be embedded throughout teaching practice.	- Yearly review of technology resources and apps that are needed for the delivery of the curriculum – ensuring that maintenance and new developments are considered. - Yearly review of instruments that are needed for the delivery of the curriculum – ensuring that maintenance as well as purchase of additional resources, as needed, are considered.	- Additional opportunities to be sought for children to experience or engage in live musical making.	- Schools to consider weekend and holiday provisions for musical community groups.	- Staff will access a variety of CPD that allows them to develop their personal musicianship (staff choir, singing lessons, keyboard lessons etc). - Promotion of opportunities, which encourage a culture for musicianship.
Underpinning all of these aims is the expectation that music education is fully inclusive so that all music educators: - Commit to achieving greater access and more opportunity in music education, identifying and removing barriers, including for children in low-income families and children with special educational needs and disabilities (SEND). - Take action to support increasing access, opportunity, participation, and progression of groups that are currently under-represented in music. - Support understanding of inclusive music education and skills development among teachers, tutors, practitioners and leaders, informed by high-quality research and evidence.					