

# Music development plan summary: Tweedmouth West First School 2024-25

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	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Emily Gray
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Music Partnership North
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](#).

All children in school have a weekly music lesson with either a class teacher or HLTA. In KS1 and KS2 the children learn to play the glockenspiel and recorder. In EYFS they experience playing the boomwhacker.

In our classes the children build an awareness of the rhythm and beat in different pieces of music. They are taught musical terms and are expected to use these in discussion about music. In music lessons the children also learn to sing songs with their teacher and have the opportunity to perform to a wider audience such as their peers or parents.

Our school music curriculum is informed by the model music curriculum. The planning we use beginning in KS1 is by Charanga, the original scheme. EYFS music planning is informed by Development Matters.

## 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'

At Tweedmouth West the children are offered violin music tuition. This is taught outside of lesson time by a separate music teacher. The sessions available can either be one to one, for twenty minutes or in a small group of up to four children, for thirty minutes. This opportunity is for the children in Year two to Year four.

## 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'.

Every week our whole school participates in a singing assembly where we learn a selection of songs.

All children have taken part in a Royal Opera House singing project and will participate again during this academic year.

In term 1 all of our children perform in a singing performance to our families in a nearby church, singing some whole school songs and some individual class songs.

At the end of term 1 our whole school attended a performance at a local venue.

We also hold an Easter service where the children have another opportunity to sing to a wider audience of families and friends.

## 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.

In the subsequent years, we plan to introduce opportunities for every class to perform to an audience (peers or families) at least once during a school year.

Moving forward, we also plan to introduce a whole school performance in the summer term to ensure the children are learning to sing songs and play musical instruments and are able to see a real purpose.

## Further information (optional)

Useful links:

<https://charanga.com/site/musical-school/charangas-schemes/>

<https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people>

<https://www.northumberland.gov.uk/Education/Music-Service.aspx>