| subject action plan |
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| **Subject:** Music | **Subject lead: M Dewey & R Borman**  | **Year:** 2024-2025 |

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| CONTEXT |
| *Give a brief overview of the context of your subject: Add vision statement:* Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.* *What are its strengths and weaknesses?*

*Strengths-* Music sessions taught by a music specialist. 50 minutes lessons taught weekly to children in KS1 and KS2. Weekly structured singing assemblies for the whole school led by music specialists. Children enjoy music lessons and have a positive opinion on the subject. External music sessions provided for a range of instruments. Whole class music lessons for yr3/4 provided by Edsential. *Weaknesses-* Members of staff’s confidence to lead music sessions. Opportunities for children to experience live music. Storage of musical equipment. Having resources to provide children with more sessions using tuned instruments. The number of opportunities provided to use computing resources in music. * What factors have impacted your subject over the past year or 2 (e.g., new leadership or new initiatives)?
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| SuBJECT long-term plan (2 to 3-year timescale): |
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| *Include 3 or 4 long-term goals.** To build the staff’s confidence and ability to provide quality music lessons.
* To upskill staff to use more technology-based resources in music.
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| subject priorities (1-year timescale): |
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| *Include 2 or 3 short-term goals based on your school improvement plan and self-assessment.* * To acquire about getting a class set of keyboards.
* Arrange trips out for both KS1 and KS2 to experience live music.
* To offer extra-curricular music opportunities using a technology-based resource.
* Pupil voice questionnaire
* Staff voice questionnaire
* Revisit resources from the current scheme and ensure all are appropriate and sequenced correctly according to our long-term plan.
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| **SUBJECT PRIORITY 1:**  To build staffs confidence to deliver music. |
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| **Targets** | **Actions to be taken** | **By whom** | **By when** | **Resources needed** | **Budget** | **IMPACT** |
| *SMART (specific, measurable, achievable, relevant, time-bound).*Lead CPD sessions to model using scheme and provide support.Create opportunities to team teach  | Arrange time to lead part of a staff meeting. Arrange a CPD Peer coaching for musicLearning walks Communicate with Governors | M Dewey | *Colour- coded*Spring 1 2025-Spring 2025-Summer 2025 | Allocated staff meeting time. External CPD provided if necessary. Allocated music lessons to observe. Subject leaders released from their teaching duties to support during team teach. Potential cover needed to release staff members.  | TBC if necessary-£1000HLTA cover internal no cost. | * Staff can confidently and accurately access appropriate resources.
* Staff feel more confident in their ability to lead music lessons.
* Subject leaders/ SLT can observe music and can further develop the music development plan.
* If music lesson if lead by the class teacher children is receiving quality music sessions.
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| **SUBJECT PRIORITY 2: Opportunities to experience live music** |
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| **Targets** | **Actions to be taken** | **By whom** | **By when** | **Resources needed** | **Budget** | **IMPACT** |
| Opportunities for EYFS/ KS1 to experience live music. Opportunities for KS2 to experience live music. | Look into available musical events in the local area. Book onto possible musical events in the local area. Contact high schools linked to school to discuss any opportunities for KS3 music children to perform in school. Contact Edsential about possible live music opportunities. E.g., Sing at the cathedral. | MD and RB | A1- 2024-ongoingA2- 2024S2-2024S2-2024 | access to local events information.Potentials-Attendance costsTransport costsBooking costsRisk assessment Email addresses for links of high schools and members of Edsential.  | Booking cost school £1000Coach costs | Children experience live music.Children observe the music on offer at high schools.The opportunity to experience music to which they would not necessarily listen.  |

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| **SUBJECT PRIORITY 3: provided extra-curricular opportunities in music.**  |
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| **Targets** | **Actions to be taken** | **By whom** | **By when** | **Resources needed** | **Budget** | **IMPACT** |
| Provide further extra-curricular opportunities in music.  | Find a suitable online music app/ program.Up skill a member of staff to use the program and feel confident to lead an after-school club. School offers an after-school club.  | M Dewey | S2-20224A1-2024A2-2024 | IT suite Online music resource app/program | Cost of resources £500 | Children have an opportunity to part take in musical education after school. Developing cross-curricular skillsExperiencing musical technology. Further broadening the after-school clubs the school offers.  |

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| **SUBJECT PRIORITY 4: provided extra-curricular opportunities in music.**  |
| **As in Priority 3** |
| **Targets** | **Actions to be taken** | **By whom** | **By when** | **Resources needed** | **Budget** | **IMPACT** |
| Provide further extra-curricular opportunities in music.  | Find a suitable online music app/ program.Up skill a member of staff to use the program and feel confident to lead an after-school club. School offers an after-school club.  | M Dewey | S2-20224A1-2024ongoing | IT suite Online music resource app/programFind a suitable provider-Theatre Train in place do acting and singing- need a more music focused club.Research providers. | Cost of resources if necessary. £500 | Children have an opportunity to part take in musical education after school. Developing cross-curricular skillsExperiencing musical technology. Further broadening the after-school clubs the school offers.  |