


"Music is the only thing we can engage with that activates every part of our brain."

--Dr. Annie Heiderscheid

 Music Action Plan 2024 – 2025				
Outcome – What are we aiming to achieve?	Action – What will happen to achieve this outcome?	Cost/Resourcing	Who/When	Success Criteria and Evaluation – What will we see when we have achieved the outcome?
Develop the music curriculum to deliver high quality provision.	<ul style="list-style-type: none"> • Current provision being met by class teachers using materials from Kapow Primary Music scheme. • Subject leader to have clear understanding of the music subject intent and implementation. • Introduce a singing assembly in the Autumn Term using Sing up resources initially • Subject Leader to attend the Crofty Music Subject Leader network meetings. • Undertake an audit of current musical instruments available in school. 	Subscription to Kapow	All staff to deliver Kapow lessons Share action plan and intent/implementation with staff. SK to investigate Out of the Ark Assembly resources and Sing up. Half termly network meeting led by L Figgins.	Teachers delivering high quality lessons. MMC minimum requirement of 1hr of music teaching per week is timetabled through 40 min music lesson and 20 mins singing assembly. Minimum requirement of 1hr per week for MMC achieved. Weekly singing assembly.
		Investment of tuned instruments.	J.Crow (CMST) and S.K undertook audit of instruments and identified resources (see list below) required to deliver NMMC.	Shared resources/skills Resources purchased Instruments being used to enhance the musical experience and learn about elements of music.

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	<ul style="list-style-type: none"> • Musical opportunities planned to enhance the curriculum, such as opportunities to listen to live and pre-recorded live music. • Opportunity for each class to start a whole-class music/ instrumental programme lasting a minimum of one term. • Provision for individual instrument teaching 		<p>Curriculum budget to finance purchases.</p> <ul style="list-style-type: none"> •Whole class set shakers (egg type) •Claves •Drums range of hand held •Chime bars half class set of 15 (+1 extra for T) F# and Bb <p>See development plan. Christmas Musical KS1 and KS2 performances. Arrange visits from Helston Jazz band/ orchestras. Organise a visit to a musical performance. Plans for Virtual collaborative Crofty hub choir performance. LB Continuing with choir at lunchtimes and opportunities to perform, to support in singing assembly Y3 booked for Spring term CMST to deliver Ukulele teaching</p>	<p>Well populated choir performing regularly in local community, assemblies and sharing with parents f2f and online through Google classroom. Opportunities created to celebrate share and experience music of all kinds.</p> <p>Improved stagecraft through performance and increased opportunities for collaboration.</p> <p>Timetable in place for FA teaching.</p> <p>CMST partners working collaboratively with school to offer/ provide a range of private musical instrument tuition.</p>
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			CMST to deliver introductory concert to increase uptake of lessons.	
Teachers and HLTAs delivering Music to deliver sequences of structured lessons with confidence.	<ul style="list-style-type: none"> • Staff to follow the Kapow scheme to contribute towards steadily increasing the development of musicianship programme. • Subject Leader to support teachers/ HLTAs, ensuring there is an excellent understanding of the music subject intent and how it is implemented. • Tier 3 vocabulary to be embedded and shared during every music lesson. • The content of lessons fit into the sequence of learning; this is consistent across the school – all small steps are taught. Weekly lessons revisit prior learning and reactivate and build knowledge. • Teachers/ HLTAs to ensure pupils know the musical genre they are studying. 	<p>Staff meeting to introduce Kapow</p> <p>stick notation/Kodaly approach.</p> <p>See above re scheme</p> <p>Use links from MMC for example</p>	<p>Class Teachers from September 24</p> <p>Arrange CPD with C Judge and J Crow to build confidence – rhythm games, pitch percussion notation</p>	<p>Planning is followed by teachers/ HLTAs.</p> <p>The intent for music is in place, published and matches the implementation.</p> <p>Pupils to use tier 3 vocabulary and are able to retain knowledge Pupil conferencing.</p> <p>Pupils can name music they like, different musical genres and composers they know.</p>

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	<ul style="list-style-type: none"> • Link music from different cultures to other areas of learning eg. History, Geography, RE 		<p>Musician of the Month Focus introduced in assembly from September.</p>	<p>Exploration of how music sits within the culture of the country or region of origin.</p>
<p>To ensure music is evidenced.</p>	<ul style="list-style-type: none"> • KS1 and KS2 teachers to assess pupils after First Access sessions. 	<p>Subject leader time/monitoring</p>	<p>Co-ordinator Class Teachers</p>	<p>Music videos recorded for the beginning, middle and end of a unit. Compositions recorded on sheet music as appropriate. Pupil Conferencing</p>

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