



Music development plan summary: Holsworthy CE Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Roisin Butters
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Devon Music Education Hub
Name of other music education organisation(s) (if partnership in place)	N/A

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.

- Music is a timetabled subject delivered and assessed by all teachers.
- The music curriculum meets the expectations of the national curriculum and draws from the Model Music Curriculum.
- Charanga is used alongside other schemes of work (obtained through music lead's relevant CPD) to create the Holsworthy Music Curriculum
- Every child is involved in sustained and meaningful musical activities including whole class ensemble tuition.
- All children can participate and progress well, supported by technology, tools and adapted instruments when required.
- The school is actively engaged in the work of the local music hub and other organisations such as the Bournemouth Symphony Orchestra, enabling access to live music opportunities.



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.

- Singing takes place regularly and engages all students. It is embedded into the life of the school including through weekly singing worship. The repertoire is varied, relevant and appropriately challenging.
- All children are involved in regular school performances taking place at least termly, including Church performances, Class Assemblies, Phase productions.
- Children are regularly involved in performances to the wider community such as performing at local festivals organised by the hub.
- A peripatetic music teacher offers individual and small group paid instrumental lessons during the school day once per week.
- There is a well-established school choir which is attended by children from reception to year 6: All children are given the opportunity to participate.
- Music is used across the school and across the curriculum. E.g. 'the tidy up song', singing counting songs in Maths, entering class, entering Worship etc.

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.

- Weekly singing assembly
- Termly church performances
- All children will see at least one live professional concert.
- The school choir will be participating in the Teachers Rock Exeter Cathedral performance and the Holsworthy Light Switch On.
- Annual School Music Festival.

In the future

This is about what the school is planning for subsequent years.

- Continue to support all children to be confident to communicate about music using appropriate vocabulary in a meaningful way.
- Ensure that play-based musical learning forms an important part of EYFS provision.



- Continue to develop staff confidence and expertise in delivering music by engaging them in appropriate subject specific CPD.
- Ensure that all parents know how to sign up for VMT lessons.
- Ensure that children and families facing the largest barriers are given support to engage in music both as part of and beyond the curriculum.
- To look at ways to use music to promote wellbeing and support specific SEND needs such as sensory processing.