MUSIC TEACHER

Music Development Plan

School: Ipplepen Primary School
Trust/local authority: Devon LEA
Local music hub: Newton Abbot
Music lead: Amanda Clark
Music specialist (if applicable): All teachers
Headteacher: Claire Webb and Kate Arnold
Date written: December 2025
Review date: December 2026

	Music Development Plan
1 – Overall objective/s	Main priority areas identified in our school (SIP): • To design and deliver the curriculum in a way that allows pupils to transfer key knowledge to long-term memory. • To ensure that teaching takes account of how the brain develops concepts and uses 'flashbacks' to previous learning to help children build on existing skills and knowledge and to retain key knowledge over time • To ensure pupils deepen their understanding of concepts through tackling a wide range of 'greater depth' tasks so that an increasing proportion of pupils are judged to be 'exceeding ARE' by the end of the year. • To encourage pupils to be able to articulate how they learn and what strategies they use to overcome challenges.
2 – Key components	List the key components that will make up the music provision in your school. The list below is an example and should be adapted for your school. • Music curriculum – taught predominantly by Charanga - including use of music technology • Classroom instrumental teaching – Year 4 MEG, Year 3 MEG, Year 5 and 6 MEG; YF 1 and 2 and all year groups using instruments during teaching of Charanga units. • Progression from classroom instrumental teaching – children and families directed towards peripatetic teachers to consider further lessons. • Visiting music teachers – two music specialists to teach Mini Samba in Y4 / Y5 / Y6. • Visiting music teacher Kipp Pratt – YF, 1 and 2. • Links with external music organisations and regular attendance at local hub meetings. • Pupil Premium student engagement • CPD for all staff – staff meetings, offering support to other USF music leads, offering help with any music questions and sending out useful resources to help make music teaching easier, more creative and less daunting for some. • KS2 choir • Whole school singing – worship songs linked into Christian Values and singing each half-term in preparation for a whole-

	school church service and progression in skills during whole school assembly every Thursday. • Performance opportunities • Musical engagement with feeder secondary schools – Young Voices festival, Birmingham in the spring term as a performance opportunity. • Additional funding from hub/charities/fundraising – MEG £300
3 – Classroom instrumental teaching	Year 3 – Performances as part of festivals and loan of class instruments (recorders) for essential skills. Year 4, Year 5 and Year 6 – spring term, Mini Samba workshop with external specialists. YF, 1 and 2 – Kipp Pratt Summer term music event. Students showing particular enjoyment or aptitude are directed to school peripatetic teachers and families have also been sent information about local groups/tuition in Newton Abbot to further interest and develop skill. Lessons include all children and support is given by visiting music staff, class teachers or LSAs as necessary e.g. some used different reeds or techniques when learning Samba drumming. Some who find the environment too overwhelming can use ear defenders or move to practise outside the classroom with an adult. Challenge and increased difficulty also provided when children show particular skill/talent and directed to peripatetic teachers. All year groups have the opportunity to use school musical instruments when teaching the Charanga units. To order more instruments for tuned percussion teaching.
4 – Implementation of key components	Consider how the key components listed above will be implemented (excluding classroom instrumental teaching). All year groups are expected to timetable music regularly. This might be weekly for some or longer lessons fortnightly depending on timetable restraints. Subject leaders complete monitoring actions and can see clear evidence of learning journeys through music units by Tapestry scrutiny and pupil conferencing. Tapestry looks are recorded formally and shared with SLT. Songs linked to worship and progression of skills – Amanda Clark (singing assembly). This helps children learn about the values while engaging in regular group singing. EYFS – Year 6 skill progression map on Charanga.
5 – Communication activities	Peripatetic teachers: IMS Music Tuition Group John Sipple Teachers: James Monroe: Drum and Guitar. Mark Lloyd: Piano, Singing and Clarinet. Any choir performance by Mrs Clark.

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6 – Evaluation process for the success of the Music Development Plan	At the end of each academic year, I complete a PRIMARY Schools Music Education Plan (SMEP), sometimes alongside our Devon and Torbay Music Development Lead Tom Deam.
7 – Transition work with local secondary schools	Young Voices Music Festival/ Choir concert in the spring term working with other schools and collectively in Birmingham. OC also attending. AC also attends local music hub meetings to share expertise and arrange opportunities to perform when available (0.4 contract).
8 – Budget materials and staffing	• CPD will continue through staff meetings and communication when staff need further support or to share resource ideas. • Subject monitoring time and cover for class given to all subject leaders in our school. • Music budget £300 MEG funding supports WCET. Curriculum budget can also be used if necessary.
9 – Pupil Premium and SEND provision	All children are given opportunities to access classroom music-making and adaptations are made as necessary to enable them to take part in learning and skill progression. Where adult support is needed, LSA or class teacher assistance will be provided and, as an addition to Charanga differentiation, AC has also given staff other suggestions for providing support/challenge in music lessons. We have previously used music tuition from Anthony Chamberlain and other specialists.

10 – Summary Action Plan	Music Development Plan to be reviewed annually, as will the end-of-year PRIMARY Schools Music Education Plan (SMEP).

Written for Music Teacher *by* ***Karen Marshall***. *As well as being a house author for Faber Music and a writer for Collins Music and ABRSM publishing, Karen Marshall is a practising primary music specialist (reception to Year 6) and lead in two York primary schools. She also teaches through her charity work for the British Dyslexia Music Committee supporting neurodiverse learners. She launched her writing career back in 2010 with* Music Teacher *magazine and continues to be a regular contributor.*

Useful links

The power of music to change lives: a national plan for music education

MT's national plan coverage

Building a musical culture in a primary school – the nuts and bolts for success