MUSIC TEACHER

Music Development Plan

School: The Topsham School
Trust/local authority: Devon LEA
Local music hub: Exeter
Music lead: Molly O'Malley
Music specialist (if applicable):

Head of School: Maria White
Date written: September 2025
Review date:

	Music Development Plan
1 – Overall objective/s	Main priority areas identified in our school (on our action plan): In the foundation subjects ensure that all leaders clearly sequence the most important knowledge that pupils need Next step priority area: Curriculum subject leaders to ensure that the curriculum enables pupils to build on the knowledge they need Next step priority area: Curriculum leaders to ensure planning builds well on pupils' prior learning from early years to key stage 1. Next step priority area: Subject leaders to design a curriculum that is matched to what pupils already know and can do.
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 – 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 – One music specialist to teach Ukulele in Y3. ● 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 ● Performance opportunities ● Musical engagement with Young Voices

	• Additional funding from hub/charities/fundraising - MEG
3 – Classroom instrumental teaching	Year 3 – summer term with Ukulele with visiting music teacher. MEG funding used to fund this. Students showing particular enjoyment or aptitude are directed to school peripatetic teachers and families have also been sent information about local groups/tuition in Exeter 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 Doods. 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. All year groups have the opportunity to use school musical instruments when teaching the Charanga units.
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 scrutinies and pupil conferencing. Tapestry looks are recorded formally and shared with SLT. EYFS – Year 6 skill progression map is used to ensure coverage across the school and music units are on every year group's long-term plan.
5 – Communication activities	Peripatetic teachers: Alex Knight – guitar weekly Blossoms Music School – twice weekly, offering piano/keys, singing, ukulele, violin Ken Parr – weekly woodwind lessons – flute, clarinet and saxophone. Families are sent information and details about these (and any other local music groups that may be of interest) on School Comms: our school messaging system. Any choir performances/details are also shared via School Comms.
6 – Evaluation process for the success of the Music Development Plan	At the end of each academic year, a PRIMARY Schools Music Education Plan (SMEP) is completed. Doing this allows us to evaluate our music provision and focus on our main areas of development as a school: more performance opportunities and a larger range of peripatetic teaching From September 2024 this became a PRIMARY Schools Music Development Plan (SMDP)

7 – Transition work with local secondary schools	We currently don't have any transition work with local secondary schools, but this is something we will be looking to get involved with.
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 £250. £400 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, CPD is also given to staff other suggestions for providing support/challenge in music lessons. Musical instruments are available for our PP and SEND children who have developed strategies using music to regulate and develop skills, alongside staff support.
10 – Summary Action Plan	Action plan already written for our school based on Intent, Implement and Impact model. This focuses on our main school objectives above. This will be reviewed annually, as will the Music Development Plan.

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