

DfE features of high-quality school music provision	Current provision	Planned development over the next 2 years	Possible Music Hub Support	Progress/What's next?
1. Curriculum provision	Pupils only have music for one term in the year to look at smaller topics in greater depth. Have a bespoke curriculum where each teacher writes their own plans.	To move to practical music-making being at the heart of the music curriculum and equip staff with the skills necessary to enable this. Consider what other musical learning could happen in terms where music is taught Investigate curriculum resources offered by Sing Up membership.	Building staff confidence to deliver the music curriculum CPD	For curriculum music to be happening more frequently throughout the school year
2. Whole class instrumental teaching	Classroom instrumental learning with Charlotte Kirk on flute	Plan for continuation opportunities once the flute programme has finished in Summer term 2026	Connect with Area Leader Emma Dixon in summer term 2026 to plan for continuation opportunities	
3. Access to lessons across a range of instruments and voice	School Singing Assembly weekly	Encourage more children to access regular instrumental teaching	Music Partnership Singing lead to discuss possible singing projects with	

	3 instrumental teachers visit the school		Isabel – diverse repertoire to enthuse pupils	
4. Develop a school/vocal ensemble	All school sing in school concerts	Consider having a school singing group to perform in assemblies	Discuss ideas with DDMP Singing Lead	
5. Develop a school ensemble/band/group	Handbells were used in the past so could resurrect these	Develop performing confidence of pupils with low-key performances first	DDMP to share Christmas handbell arrangements	
6. Provide space for rehearsals and individual practice				
7. Develop a termly performance	All pupils sing in events at Christmas, Easter and other celebrations e.g Leavers' Assembly			
8. Provide opportunities to enjoy live performances at least once a year	All school to visit the orchestral Snowman concert in Derby Dec 2025	Look for free instrumental live performance opportunities – link with Secondary School which has a strong music department		

Guidance for completing your School Music Development Plan.

The National Plan for Music Education states that the key features of high-quality music provision are:

1. Curriculum provision – think about
 - Do we have timetabled curriculum time of at least one hour each week of the school year for key stages 1 & 2

- The sequencing of the curriculum from the youngest to the oldest pupils in your school – does the music lead understand the building blocks of music learning?
- Who delivers the curriculum – a music specialist or class teachers – do they need any support to develop their music education, knowledge and skills?
- Are the 4 key areas of music, as stated in the Model Music Curriculum, Singing, Performing, Composing/Improvising and Listening all regularly covered in the curriculum?
- How well is the curriculum resourced? What is lacking?
- Are networking and CPD opportunities for teachers to develop their skills and knowledge taken up?
- How is music technology used by pupils in creative music-making?
- Do pupils experience a wide variety of musical styles and genres including diverse repertoire from across the world.

2. Whole class instrumental teaching

- Which year groups have this tuition known as Wider Opps or WCET?
- Who deliverers it?
- How does the progression of musical skills document from all DDMP deliverers feed into curriculum mapping for music?
- What reasonable adjustments are made to ensure every child can access the programme?
- Do classroom teachers take part in these sessions – great CPD for them?
- What happens to pupils who want to continue learning? How can barriers to this learning be removed?

3. Access to instrumental/vocal lessons – large group, small group or 1 to 1

- What instruments are taught other than whole class?
- Are at least 2 instruments from different musical families taught?
- How is the work of these teachers advertised to pupils and parents?
- How is the quality of these teachers' work ensured in your school?
- How do you ensure that all pupils can access musical opportunities in school?
- Can Pupil Premium funding be used to remove financial barriers to instrumental/vocal learning for eligible pupils?

4. Develop a school/vocal ensemble

- Who has the expertise in your school to lead a choir? Do they need any CPD to develop their skills?
- If there is no-one to lead this work, how could you develop this area of music provision? e.g. specialist from the music hub
- Does your choir rehearse weekly or just at specific times of the year?
- Does your choir perform music from a variety of different styles e.g. musical theatre, gospel, choral, music from different countries?

5. Develop a school ensemble/band/group

- How does the music-making in these activities complement school music curriculum provision?
- Does the music the pupils learn to play in these groups show effective planning which represents diversity of musical genres and cultures?
- What percentage of the school population are involved in choirs and ensembles in school?
- Are there many opportunities for pupils to perform to each other and parents?

6. Provide space for rehearsals and individual practice

- Are visiting instrumental teachers able to access an appropriate space to teach in?
- If pupils cannot take instruments home where can they practise in school?
- What storage space for instruments is available in school?

7. Develop a termly performance

- What performance opportunities are there for pupils to take part in?
- Do these performance opportunities cater for whole class, large group, small group and individual performances?
- Do you use performing spaces outside of school?
- Do you join with other schools for performances e.g. within a trust or a local secondary school?

8. Provide opportunities to enjoy live performances at least once a year

- What planned experiences in school take place?
- What external opportunities to hear live music being performed – small or large scale, visitors, secondary pupils, visiting instrumental teachers, parents, school trips?

