



Crawford Village
Primary School & Nursery

Music Development Plan

'Small enough to care... Big enough to inspire'

Crawford Village Primary School

Music Development Plan – Key Priorities

Vision:

At Crawford Village Primary School, our vision is to give children a music curriculum that ensures every child fulfils their musical potential. Music is embedded as a part of school life and our aspiration is that children have the opportunities to become real musicians. We provide a progressive and enjoyable curriculum that enables each pupil to grow and flourish musically at their own pace, to develop the ability to express ideas, thoughts and feelings through music and fosters a passion for music in children of all abilities. We also strive to offer a variety of opportunities for children to celebrate their talents, both within school and the community therefore deepening their participation and love for music in a wider context.

Key Priority	
Area: Curriculum	
1	Curriculum Enhancement
2	Music Technology Integration
3	Resources and Facilities
4	Assessment and Feedback
Area: Tuition, Ensembles and Singing	
5	Develop singing in school
6	Professional Development
Area: School Life and Opportunities	
7	Community Engagement
8	Engaging Extracurricular Activities

1	Curriculum Enhancement	
Actions linked to key priority:		
	<p>The music curriculum is planned for in all year groups and skills are mapped progressively across Key Stages as guided by the National Curriculum.</p> <p>The music curriculum incorporates a variety of musical genres, instruments, and cultures to expose students to diverse musical experiences.</p> <p>The music curriculum encourages and links music into other subjects, such as history, language arts, and science, to create interdisciplinary learning opportunities.</p>	
	<p>Where are we now:</p> <p>Planning is based on a spiral curriculum with small incremental steps in learning – based primarily on the Charanga curriculum with bespoke units adapted from the Lancashire Curriculum (Y1-Y6).</p> <p>In Early Year music is delivered as an integral part of early development. Children have opportunities to engage with sound which are planned for every day and singing is integrated throughout the day.</p> <p>Music is inclusive for all learners.</p> <p>Music is taught consistently for every year group every week across the year and is within every timetable.</p> <p>Black History Month celebrations.</p> <p>Cultural Capital experiences.</p> <p>Times table songs.</p> <p>AI songs generated to support performances.</p>	<p>What will we do next:</p> <p>Continue to develop planning to suit needs of pupils, including investigating alternative scheme provision.</p> <p>Use pupil voice to develop planning.</p> <p>Develop EY practice to include musical questioning.</p>
2	Music Technology Integration	
Actions linked to key priority:		
	<p>Introduce age-appropriate music technology tools to enhance students' understanding of music composition, production, and digital music instruments.</p> <p>Explore interactive music apps, software, or online platforms (including AI) that allow students to create and share their own musical compositions.</p>	
	<p>Where are we now:</p> <p>Purple Mash apps used to support learning.</p> <p>iPad apps integrated with learning e.g. Garageband.</p>	<p>What will we do next:</p> <p>Incorporate more AI opportunities.</p> <p>Continue to develop technology within musical performances and</p>

	AI used to generate songs for performances.	compositions. Incorporate websites and iPads as appropriate as an instrument to support inclusion and access for all pupils.
3	Resources and Facilities	
Actions linked to key priority:		
	Allocate resources for the purchase and maintenance of musical instruments, sheet music, audio equipment, and technology tools.	
	Where are we now: iPads used for performances, Purple Mash apps. A range of percussion/untuned instruments to support performances. One year group set of glockenspiels/tuned instruments.	What will we do next: Liaise with Music Hub and other organisations to assess feasibility of instrument provision/loans. Continue to invest in new and replacement instrumental provision. Make more extensive use of music technology.
4	Assessment and Feedback	
Actions linked to key priority:		
	Implement regular assessments to track students' musical progress and adapt teaching strategies accordingly.	
	Where are we now: Half-termly assessment trackers.	What will we do next: Increase use of recordings for reflection and self-evaluation.
	Solicit feedback from students, parents, and teachers to continuously improve the music program and address any concerns.	
	Where are we now: Pupil/Staff Voice used to guide curriculum implementation.	What will we do next: Continue to develop planning to suit needs of pupils, including investigating alternative scheme provision.

5	Develop singing in school	
Actions linked to key priority:		
	Provide opportunities for children to learn songs that do not form part of the curriculum.	
	<p>Where are we now: Special assemblies for governors/community members. Stay & Play opportunities with families. Harvest festival performances with families. Christmas Nativity performances. Christmas performances with families. Young Voices.</p>	<p>What will we do next: Extend Celebration Assembly to include singing opportunities, including cultural capital such as the National Anthem.</p>
6	Professional Development	
Actions linked to key priority:		
	Provide ongoing training and professional development opportunities for music teachers to stay updated with the latest teaching methodologies and technologies in music education.	
	<p>Where are we now: Successful Music Mark application.</p>	<p>What will we do next: Retain Music Mark. Continue with CPD training and support for teachers. Maintain and develop relationship with Lancashire Music Hub. Investigate feasibility and possibility of becoming a Lancashire Music Hub Lead School.</p>

7	Community Engagement	
Actions linked to key priority:		
	Organise community concerts or musical events in collaboration with local organisations, promoting a sense of pride and unity among students, parents, and the local community.	
	<p>Where are we now: Music outcomes are often shared and performed either live or recorded with parents e.g. Music performances. Special assemblies for governors/community members. Stay & Play opportunities with families. Harvest festival performances with families. Christmas Nativity performances. Christmas performances with families. Young Voices. Dance club performances (UHHS).</p>	<p>What will we do next: Look for opportunities for pupils to attend ensemble events. Find opportunities for pupils to perform within the community.</p>
	Partner with parents, local musicians, or music schools to provide students with opportunities for private music lessons or mentorship.	
	<p>Where are we now: Parents kept up to date with news on school website, Facebook, Twitter and fortnightly newsletter.</p>	<p>What will we do next: Visits into school to share with learning and learning outcomes. Investigate opportunities for transition sessions as part of school transition.</p>
8	Engaging Extracurricular Activities	
Actions linked to key priority:		
	Establish a school choir, instrumental ensemble, or music club to provide students with additional opportunities for musical expression and teamwork.	
	<p>Where are we now: Young Voices. Brass lessons.</p>	<p>What will we do next:</p>
	Arrange regular music performances, talent shows, or recitals to showcase students' progress and boost their confidence.	

	<p>Where are we now: Crawford's Got Talent Summer Fair Talent performances Class 3 end of year performance at Rainford High School</p>	<p>What will we do next: Help and guide children by signposting opportunities and progression routes to further their musical experiences e.g. Lancashire Music Hub ensembles or local bands and tutors.</p>
	<p>Invite local musicians or music groups to conduct workshops or performances for the students.</p>	
	<p>Where are we now:</p>	<p>What will we do next:</p>