



# SCHOOL MUSIC DEVELOPMENT PLAN

**Donnington Wood CE Junior School**

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**September 2025**

## Focus area 1: Curriculum

	Not yet in place	Emerging	Established	Embedded
Curriculum	<p>Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching.</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with additional needs are able to participate and engage with music-making.</p> <p>There is adequate teaching space and resources available.</p>	<p>The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with additional needs are able to participate and progress well. (supported by technology, tools and adapted instruments).</p> <p>Space and resources allow breadth of curriculum for all students, including music technology.</p>	<p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).</p>
	Our Curriculum best fit is: EMERGING			
Further Evaluation Detail	<p>The music curriculum at Donnington Wood CE Junior school is based on the Charanga programme which is ambitious and follows the national curriculum. As a result, the sequencing is clear between all year groups and set out on our curriculum overview. Music is delivered in half-termly blocks with each year group following a particular sequence of Units and they develop as the children progress. All year groups recap the previous year expectations as a way of ensuring children are ready for the new learning about to take place.</p> <p>In 2024, we introduced a music appreciation addition to our curriculum using the Model Music Scheme. Each year has a piece of music/song to focus on and discuss. This is additional to the learning and is much more discreet for the children. Finally, children have access to weekly singing assemblies and even have opportunities to watch live performances for example: Rock School and Haberdasher's Adams School Soul Band.</p>			

## Action Plan: Curriculum

Area	Set your school some actions here		Review date	Status
Curriculum	1	Provide children with more opportunities to play musical instruments with a specialised teacher.	July 2026	In progress
	2	Ensure that children can articulate key vocabulary from music lessons. Can the children explain what the term means and how it relates to music. For example: Pitch	July 2026	In progress
	3	Establish the confident use of the Charanga Music Scheme in all classes.	Started July 2024	In progress
	4	Teach hymns, worship songs, and reflective music linked to Christian values and festivals.		
	5	Encourage pupils to reflect on how music makes them feel and what it inspires them to think about.		

### Curriculum Question Prompt:

Is the music curriculum planned for in all year groups across Key Stage 2 as guided by the National Curriculum?

Is the music curriculum planned for in all year groups and skills sequenced progressively across Key Stage as guided by the National Curriculum?

Is the curriculum planned with consideration for transition, taking into account the expectations of the KS3 curriculum?

Are there opportunities for singing? Including an understanding of how to develop singing healthily and musically?

Is teacher assessment musical? Do you know how to use assessment to drive 'getting better at' music?

Does the music curriculum have a bespoke assessment policy that assesses musically and appropriately and that is in alignment with school assessment strategy?

Are curriculum music lessons for each year group timetabled for 60+ minutes in line with aspirations of the National Plan?

Do all curriculum music lessons take place in a suitable space or specialised music environment?

## Focus area 2: Instrumental and Vocal Lessons and Ensembles

	Not yet in place	Emerging	Established	Embedded
Instrumental and Vocal Lessons and Ensembles	<p>Singing takes place infrequently in school.</p> <p>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited or inconsistent.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition through Telford &amp; Wrekin Music Service. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</p> <p>Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully.</p> <p>Students are able to take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, largescale events.</p>
Our Instrumental and Vocal Lessons and Ensembles best fit is: EMERGING				
Further Evaluation Detail	<p>At Donnington Wood CE Junior School, our children experience a range of singing opportunities. The Charanga scheme of work introduces songs in each unit. Each year group follows a similar lessons style which progresses as the children make their way through the lower and upper key stage. All children access this element of learning and therefore perform in an ensemble within class. The progression is mapped out, and children also gain a deeper breadth of knowledge as they look at dynamics and music terminology which supports the singing. Alongside this, we also have established a choir at DWJ, who often take part in performances. The choir have sung in school assemblies, school concerts and in the community particularly carol singing at St Matthew's church and at local residential homes. The choir of DWJS have also performed at New Road Academy where local schools performed together in a concert performance. This event was extremely successful and hopefully will run again in the future. Finally, we create class assemblies and termly performances which encourages ensembles on a larger scale to be performed in front of parents/carers.</p>			



## Action Plan: Instrumental and Vocal Lessons and Ensembles

Area	Set your school some actions here		Review date	Progress
Instrumental and Vocal Lessons and Ensembles	1	Encourage more children to join the school choir (including SEN and PP children)	July 2026	In progress
	2	Provide opportunities for all pupils to experience live musical performances across the school year.	July 2026	In progress
	3	Provide instrumental lessons to wider range of children	July 2026	In progress
	4	Provide adapted instruments, visual supports, and differentiated tasks.	ongoing	In progress
	5			

### Instrumental/Vocal Lessons and Ensemble Prompt:

Does the school provide 1-1 and small group tuition from Telford and Wrekin Music Service on a variety of different instruments?

Do you know what % of the school population engage in instrumental tuition?

Do you know the average % for other schools in the local area?

Are there opportunities for your pupils to perform in both formal and informal settings on an annual basis?

Does the school provide an opportunity for pupils to sing/play in an ensemble in school? Is time given for staff to run co-curricular musical ensembles?

What are the barriers to running, rehearsing and curating ensembles in your school? How can they be overcome?

Are ensembles led by a competent musician?

Is there an annual/ termly concert event?

Is there an opportunity for the school ensembles to perform to parents or peers?

Do the ensembles in school enable children to perform a wide range of styles and genres?

### Focus area 3: Musical Events and Opportunities

	Not yet in place	Emerging	Established	Embedded
Musical Events and Opportunities	<p>Engagement with the Telford and Wrekin Music Service is limited.</p> <p>Small-scale performance takes place in the community, building on existing school links.</p> <p>Some parents and carers support music-making in the school by attending events.</p>	<p>The school takes up opportunities from the Telford and Wrekin Music Service (such as the Big Sing event) and signposts opportunities for students.</p> <p>Community links are established with the music team; regular events take place throughout the school year.</p> <p>Parents and carers actively support music making, through support at events and through home learning.</p>	<p>The school makes the most of a wide range of opportunities from the hub, working with and supporting the Telford and Wrekin Service.</p> <p>Meaningful partnerships are established with the community, and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education).</p> <p>The views of pupils, parents and carers have been considered when developing music provision.</p> <p>The school has links to the wider music eco-system and actively encourages students to join Ensembles. Students benefit from interactions with those working in the profession.</p>	<p>The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting.</p> <p>There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.</p> <p>Parents/carers and the wider community are actively involved in school music making.</p> <p>The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully</p>
Our Musical Events and Opportunities best fit is: EMERGING				
Further Evaluation Detail	<p>Pupils at Donnington Wood CE Junior School have experience of a range of musical events and opportunities across the academic year. Our school choir has engaged with the church and local community at Christmas. Children also are able to engage in live performances from assemblies led by Rocksteady and Haberdashers Adams Soul Band. The children at DWJ have also enjoyed many live performances such as a concert at the local secondary school. Within the lower and upper key stage, children will have access to musical instrument lessons from a trained professional. In year 5 and 6, children will receive guitar lessons from a professional. Parents are actively encouraged to attend concert events, and the turnout is usually very high for the children taking part. This informs the parents of the music curriculum at DWJ whilst also sharing some of the exciting opportunities the children have been fortunate to attend and learn from.</p>			

## Action Plan: Musical Events and Opportunities

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	To enhance the provision of musical events and opportunities across the academic year	July 2026	In progress
	2	To create opportunities for music to be part of everyday life at Donnington Wood CE Junior School	July 2026	In progress
	3	To designate a governor to monitor Music provision across the school	July 2026	Yes
	4			
	5			

### Musical Events and Opportunities Prompt:

Is there a designated member of school staff (lead music teacher) who holds suitable qualifications/ experience for leading music in school?

In collaboration with the designated music leader, do senior leaders drive the development of music across the school and advocate for the importance of music in school life.

Is there a named governor who takes responsibility for monitoring music (arts)?

Is Pupil voice is taken into consideration when planning the school music curriculum, events and opportunities?

Does the school embrace music that is relevant to the pupils, nurturing and embracing their musical interests?

Is Music an everyday or occasional part of school life?

Area	Detail
<p>What <b>Budget and/or Resources</b> do you need to achieve your action plan?</p>	<p>Continued subscription to Charanga Music Scheme.            Consultation with Telford and Wrekin Music Service.</p>
<p>What <b>CPD</b> might be required to achieve your action plan?</p>	<p>CPD with staff to teach singing through confident use of Charanga Music Scheme.            Training for Subject Lead to manage and monitor Music scheme</p>
<p>What <b>Partnerships</b> will you put in place to achieve your action plan?</p>	<p>Links with Haberdasher's Adams Grammar Soul Band            Explore use of Rocksteady musical workshops in the future.            Links with New Road Academy to attend interschool musical events.            Partnership with St Matthew's Church to encourage choir performances in church events.</p>

<p><b>Supporting Documents:</b> This action plan might reference or need to be considered alongside other school's policies and procedures e.g. School Development Plan, Pupil Premium or Remissions policies.</p>	<ul style="list-style-type: none"> <li>• Music Provision document</li> <li>• Music Policy</li> <li>• Music LTP</li> <li>• Music Action Plan</li> </ul>
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## Budget, CPD and Partnerships

Budget, CPD and Partnership Prompt:
Are all music lessons planned to use instruments/resources that are accessible and age appropriate to their students.
Do children have to share instruments to participate or is there enough equipment for each student to have their own?
Do children in all key stages have opportunities to listen to music from a range of cultures and traditions?
Does the school ensure that students eligible for pupil premium can engage in musical opportunities and tuition through this funding?
Does the school provide any additional support through resources to enhance accessibility for children with additional needs?
Do Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical Music, Popular contemporary Music and Traditional Music from around the world?
Do children have access to computers/Macs/iPads etc. which may be sourced from/be in another department?
Is there are a range of instruments within the school, including whole class sets of instruments (loaned for free by the Music Service alongside WCIT tuition delivery)?
Is there any dedicated space or practice rooms for 1-1/small group music tuition within the school?
Is there a designated budget to support music making in school?
Does the lead member of staff for music undertake music specific CPD every year and access the offer of CPD from the Telford & Wrekin Music Service?
Does the lead member of staff share the learning to upskill staff members within their own department or across the school as a result of their CPD attendance?
Can the school demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision?
Does the school explore opportunities to work in partnership with other schools/ settings?
Does the school have any accreditation for its arts and cultural activity? E.g. Music mark membership or Arts mark?

## Appendix 1 – Useful Resources for Teachers.

### Useful Resources for Schools

<https://www.telfordandwrekinmusic.co.uk/>

Telford and Wrekin Local Music Service Classroom 200 – 200 Pieces of classical music for Primary schools with all the accompanying teaching resources  
<https://www.classroom200.org/login> BBC 10 Pieces – High quality resources for Primary and Secondary schools

**Classroom 200** – 200 Pieces of classical music for Primary schools with all the accompanying teaching resources <https://www.classroom200.org/login>

**BBC 10 Pieces** – High quality resources for Primary and Secondary schools

[www.bbc.co.uk/tenpieces](http://www.bbc.co.uk/tenpieces)

**Sing Up** – Vocal resources for your school (annual membership required)

[www.singup.org](http://www.singup.org)

**Charanga** – Digital music teaching resource (annual membership required, discounted for all primary schools in Telford & Wrekin)

**Out of the Ark** – A collection of songbooks for schools, including musicals, assembly songbooks, nativities and leavers' songs, class assemblies, sing-along stories and curriculum-based learning.

[www.outoftheark.co.uk](http://www.outoftheark.co.uk)

**TES Collection** – Resources linked to lesson planning, creative and cross-curricular for EYFS, KS1 and KS2

[www.tes.com/articles/tes-collection-music-top-20](http://www.tes.com/articles/tes-collection-music-top-20)

**Music Express** – An online resource for EYFS and Primary teachers

<https://subscriptions.collins.co.uk>

**Musical Futures** – A wide collection of resources to help deliver music in the classroom.

[www.musicalfutures.org](http://www.musicalfutures.org)

**Garage Band** – Apple's leading digital music-making tool.

[www.apple.com/mac/garageband](http://www.apple.com/mac/garageband)

**Music Mark** – The National Association for Music Education

[www.musicmark.org.uk](http://www.musicmark.org.uk)

**The Incorporated Society of Musicians (ISM)** – Professional body for musicians and subject association for music

[www.ism.org](http://www.ism.org)

**Musical Contexts** – provides teachers with quality, "ready to use", tried and tested and professionally presented resources for use in the primary and secondary music classroom. [www.musicalcontexts.co.uk](http://www.musicalcontexts.co.uk)

## Appendix 2 – Primary Music – Subject Knowledge & Skill Audit & CPD Suggestions

Area of Knowledge, Skill or Understanding	Level of Knowledge, Skill or Understanding...				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted.
	(tick appropriate column)				
<i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
<b>Your Performance skills:</b> Please list any instruments you play or have studied previously and the approximate level you feel you have achieved.					Music lead plays guitar -acoustic and bass and performs weekly in a church worship ensemble
<b>Performance Skills Classroom Instruments:</b> Please list any classroom instruments you use and your proficiency in the context of the tasks set in lessons.					Year 3 & 4 use recorders and subject lead able to play and use in music lessons. Year 5 & 6 use guitars and music lead able to play and teach in music lessons.

Area of Knowledge, Skill or Understanding  <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding...  (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted.
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
<b>Singing:</b> What do you consider is your level of skill in vocal work in the context of leading class singing effectively in lessons.					Music lead performs with local choir.
<b>Preparing children for performance:</b> What is your understanding of concert preparation and stage etiquette.					
<b>Performance based CPD:</b> Please list any performance based CPD you would like. This could be on particular instruments, singing or preparation for performance.					
<b>Improvisation:</b> Your ability to improvise using the instruments/voice used in your scheme?					
<b>Leading Improvisation:</b> How skilled are you at leading and encouraging pupils to improvise in the scheme you use?					
<b>Your Composing Skills:</b> To what extent can you compose short pieces suitable for classroom groups and/or school ensembles?					

Area of Knowledge, Skill or Understanding  <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding...  (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted.
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
<b>Composing in the Classroom:</b> Your ability to teach, lead and encourage your students to compose in your scheme.					
<b>Arranging Skills (class):</b> Your ability to arrange pieces for students using classroom instruments.					
<b>Arranging For School Ensembles:</b> Your ability to arrange pieces for wider school ensembles					
<b>Composition/Improvising</b>  Please list any areas and in what context you would welcome CPD on.	Composing and arranging CPD				
<b>Notation:</b> The National Curriculum requires all pupils to learn and use notation. How confident are you in using and teaching notation to students.					
<b>Notation:</b> Please Indicate if you need notation CPD.	No		Yes – to learn notation myself and how to use this with pupils		Yes – I know notation myself but need guidance how to use notation with pupils

Area of Knowledge, Skill or Understanding  <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding...  (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted.
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
<b>Conducting/Directing Ensembles in the Classroom or School:</b> Please indicate your own skill and experience.					
<b>Conducting/Directing:</b> Please indicate here if you would welcome CPD on directing groups/ensembles and in what context/type of ensemble.	Please indicate here if you would welcome Conducting/Directing CPD?  YES				
<b>The Inter-related Dimensions of Music:</b> Your knowledge of pitch, duration, dynamics, tempo, timbre, texture, structure, and how these feature in all aspects of music i.e. performance, improvisation, composition, listening etc.					
<b>Music Technology:</b> Please Indicate any areas you have some experience of using.					
Using apps in teaching					Please list any apps or websites you use regularly.
Charanga musical school					

Area of Knowledge, Skill or Understanding  <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted.
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Making video recordings for performances/ assessment					
Making audio recordings for performances/ assessment					
<b>Experience/ Understanding of Music Traditions:</b> Areas of music you <b>may</b> have <b>some</b> experience of personally or from your scheme					
<b>Western Art Music:</b> Renaissance, Baroque, Classical, Romantic, 20th Century.					

Area of Knowledge, Skill or Understanding  <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding...  (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted.
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
<b>Popular Music:</b> Blues, Jazz, Reggae, Rock, Soul, R n B, Contemporary Dance, Bhangra, Film, Theatre etc.					
<b>Traditional Music:</b> British and other traditions.					
<b>Music from other cultures and places:</b> Indian subcontinent, Middle East, Far East, African Continent, Latin America, Caribbean, Europe, Eastern Europe					
<b>Areas of expertise not covered above:</b> <i>This might include particular genres/styles of music; multi-media applications or work that links with other art forms; or other musical expertise</i>					