

Music Development Plan

Academy: Bearsted

Local music hub: Kent Music

Music lead: Jenny Leid

Music specialist (if applicable):

Principal: Jane Tipple

Date written: September 2025

Review date: September 2026

	Music Development Plan
1 – Overall objective	Our approach integrates the core musical disciplines of listening, performing and composing into an inquiry-based framework. This fosters independent, lifelong learners who actively explore musical concepts, developing their own creative voice and building personal success. By the end of their time with us, our students will be able to: • Listen with discrimination to a wide range of music from different periods and cultures and identify its key features. • Perform with fluency and expression, both individually and as part of an ensemble. • Compose and improvise using a variety of musical elements and instruments. • Develop an understanding of the history of music and its role in society. •
2 – Key components	• Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND - 'Sing up', live music links and free resources for creating music. • Classroom instrumental teaching - year 5 (ukulele) Year 3 & 4 (recorders) • Progression from classroom instrumental teaching - year 6 using previous skills to create music through technology. • Links with external music organisations - Old Vic and Royal Albert Hall - Yr 6 to use these to develop previous skills from yr 5 • Young Voices in January • Weekly whole academy singing assemblies • Termly Performance opportunities - whole school, guitar group, Young Voices. • Additional funding from hub/charities/fundraising - applied for and received.

3 – Classroom instrumental teaching	In the Early Years and KS1, pupils explore a wide range of instruments through their in class provision. In Years 3 and 4, pupils learn the recorder. In Year 5, pupils learn to play the ukulele. In Year 6, pupils use previous skills alongside technology to create own music for text and video games.
4 – Implementation of key components	EYFS - Using 'Sing up' within the PYP curriculum, covering all elements in the foundation overview. Year 1 and 2 - Using 'Sing up' within the PYP curriculum, covering all elements in the foundation overview. Year 3 - 3 terms of recorder lessons, class teachers will instruct. Using 'Sing up' within the PYP curriculum, covering all elements in the foundation overview. Year 4 - 3 terms of recorder lessons, class teachers will instruct. Using 'Sing up' within the PYP curriculum, covering all elements in the foundation overview Year 5 - weekly ukulele lessons taught by an external music teacher. Using 'Sing up' within the PYP curriculum, covering all elements in the foundation overview. Year 6 - Using previous skills alongside technology to create own music for text and video games. Using 'Sing up' within the PYP curriculum, covering all elements in the foundation overview. Bearsted progression map Music assemblies
5 – Communication activities	Whole school music events/clubs included on academy website/ newsletters. Inviting parents to whole school, Young Voices and guitar performances. Including music in termly class showcases
6 – Evaluation process for the success of the Music Development Plan	Conflicting views of how to showcase progress in music lessons on various music lead chat groups. Those who have had deep dives and OFSTED visits suggest floor books and photographs but visual and audible evidence is preferable. At Leigh Academy Bearsted, we have chosen to document progress through video recordings. Music Curriculum Evidence folders in shared area - highlighting progress comparing the start of the year group's journey to the end result. Learning walks Pupil voice Teacher questionnaires

7 – Transition work with local secondary academies	Contact Trust secondary academies to view the music departments and inquire if they have any upcoming music performances we could attend. Contact local secondary schools to view the music department and inquire if they have any upcoming music performances we could attend.
8 – Budget materials and staffing	Purchase extra recorders for year 3 & 4 Funded Ukulele teacher starting in September 25 Renew Sing up Stock check existing instruments and list replacements Apply for funding Inquire about live music performances/workshops
9 – Pupil Premium and SEND provision	We ensure our music provision is inclusive and accessible for all students, including those with special educational needs and disabilities (SEND) and those receiving Pupil Premium funding. We use a multi-sensory, differentiated approach and provide a range of accessible instruments and technologies to support diverse learning needs. We also incorporate a culturally diverse curriculum that celebrates a wide range of musical traditions, making learning relatable and engaging for every student, helping them to thrive.
10 – Summary Action Plan	Rewrite Music progression map. Progression of Music Vocabulary to ensure children are learning, understanding and using the music terms. Apply for funding for external music teachers Purchase extra recorders for year 3 & 4 Inquire about live music performances/workshops Ensure music is being taught effectively by year groups uploading videos on to music curriculum folder., pupil voice, learning walks and staff questionnaires. To develop and improve the progression map and vocabulary to ensure all year groups are gaining new skills and building on previous ones. To complete learning walks and liaise with staff members to ensure they are covering all areas of music from the national curriculum and embedding this within the PYP curriculum, and familiarise myself with music learning across the school. This will be evidenced using videos, which I will encourage staff to upload each term on the designated music folder in the shared drive.