



School Music Development Plan for Ironville and Codnor Park Primary School



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DfE features of high-quality school music provision	Current provision	Planned development over the next two years 2024-2025 2025-2026	Possible Derbyshire Classroom Instrumental learning support	Progress/What's next? Yearly Review
<p>1. Curriculum provision</p>	<ul style="list-style-type: none"> • Currently, our Long-Term Music Plan is based on the Oak Academy Primary Curriculum plan for Music but has been adapted to cater for our mixed year groups. This covers 4 key areas as stated in the Model Music Curriculum: Singing, Performing, Composing/Improvising and Listening. This is delivered by using online lessons from Oak Academy, BBC Ten Pieces, ABRSM and supplemented with lessons from Visual Musical Minds on Youtube. • Years One to Six Each have a timetabled lesson of music every week lasting 45 minutes, as well as 15 minute singing assembly. • EYFS currently deliver their own music provision throughout the week. • Children also learn their times tables through the use of song, throughout the school as well as rhyme time in EYFS and Year One/Two. 	<ul style="list-style-type: none"> • Adapt the Kapow Mixed Year group Long term plan to fit in with our school, taking into account the Year 5/6 Classroom Instrumental Learning. • Focus on establishing the Music Scheme Kapow to deliver our music provision, using it as Long Term Plan for mixed age groups. • Train EYFS HLTA on using the Kapow programme. • Introduce Kapow Music in EYFS to establish a more coherent music offer that offers clear progression throughout the school. • Join the Kapow group on Facebook to keep up to date. • Implement a more structured singing assembly programme. Led by the Music Co-ordinator. • Do some of the CPD offered on the Kapow site, as part of our membership and sign-post other members of staff who deliver the music curriculum to this additional training. (2025-2026). • Re-establish the playing of different music genres during assembly times to improve children's experience of different types of music (2025-2026). 		<ul style="list-style-type: none"> ▪ Kapow has been introduced throughout the school as the means of delivering the music curriculum ▪ EYFS HLTA has been trained on using the Kapow programme ▪ I have joined the Kapow Facebook Community ▪ A more structured singing assembly has been

				<p>implemented and led by the Music Co-ordinator</p> <ul style="list-style-type: none"> ▪ CPD has been accessed to acquire skills related to each unit, when necessary ▪ .
<p>2. Whole class instrumental teaching</p>	<ul style="list-style-type: none"> • Whole class instrumental teaching has been reduced due to the impact of Covid and now Year Two/Three are offered a term learning the recorder, allowing for recorders to be allocated to individual children (currently, we have enough for one class set). • Year Five and Six Instrumental Learning from Derbyshire Classroom Instrumental learning support for the past three years, which is a year long programme. • We currently have a class set of Recorders; 4 complete sets of chime bars and a couple of well-worn glockenspiels which are not in the best working order. Our untuned percussion is also well worn and some of the equipment will need replacing as pieces have become damaged and some items are incomplete (e.g. the triangles) 	<ul style="list-style-type: none"> • Whole class instrumental lessons will be delivered in in Year Two/Three through the South Africa unit and Caribbean unit of the Kapow scheme and will be adapted for use with recorders and tuned percussion. • The continued provision of Derbyshire Classroom Instrumental Learning in Year Five/Six will build on the knowledge gained in Year Two/Three. 	<ul style="list-style-type: none"> • Provide a year long programme in Year Five/Six. 	<ul style="list-style-type: none"> • This year the children have been learning Clarinet through provision delivered by Derbyshire Classroom Instrumental Learning in Year Five/Six which will culminate in a performance for parents at the end of the summer term. • The Kapow instrumental units do not suit the recorder so this part of the provision

				<p>needs to be reconsidered.</p> <ul style="list-style-type: none"> • Lack of tuned percussion has been an ongoing issue and extra sets of glockenspiels or chime bars will need to be purchased to allow for a 1:2 ratio, at the moment we have enough for 1:6. An alternative would be to schedule a timeslot for music to use ipads so they can access a xylophone application instead.
<p>3. Access to lessons across a range of instruments and voice</p>	<ul style="list-style-type: none"> • Access to lessons across a range of instruments is limited to the regular use of tuned and untuned percussion and the voice within planned classroom music lessons which are delivered weekly. 	<ul style="list-style-type: none"> • Access to lessons across a range of instruments will be offered as part of our music long term plan, including lessons on recorders and tuned percussion. • Audit musical equipment and consult with the Derbyshire Classroom Instrumental learning support with their recommendations. • Request funding from the PTA for new musical instruments – essential list and a wish list. 	<ul style="list-style-type: none"> • Advice about extra-curricular musical opportunities outside of school so these can be promoted to children and parents/carers, who would like to extend their 	<p>I have contacted Derbyshire Instrumental Learning Support for their recommendations regarding supplementary music tuition. I have also asked for their advice on where to purchase tuned</p>

		<ul style="list-style-type: none"> • Sign-post parents to any local offers of supplementary music tuition to enable continued learning outside of school. 	child's musical experience.	percussion and if they are aware of any grants available to support us with this.
4. Develop a school/vocal ensemble	<ul style="list-style-type: none"> • A vocal ensemble was launched as an after school club during the spring term, with limited success and poor attendance. 	<ul style="list-style-type: none"> • Try to re-establish a vocal ensemble/choir and create a plan of content with other support staff who are willing to help run this as an after school club. • Seek members of staff willing to help run a choir. 	<ul style="list-style-type: none"> • Advice on any resources to support a choir. 	Glee club has been established this year and was well attended. The children performed a piece for the Easter assembly. So far the Music Co-ordinator has been running this without any other staff.
5. Develop a school ensemble/band/group	<ul style="list-style-type: none"> • A school ensemble has been developed through the Wider Opps lessons being delivered in Year Five and Six which performs a concert during the summer term. 	<ul style="list-style-type: none"> • Continue to develop a musical ensemble through the Classroom Instrumental Learning lessons in Year Five and Six. 		The children in Year 5/6 have been taught as a music ensemble through the Classroom Instrumental Learning lessons and are rehearsing for their end of year concert.
6. Provide space for rehearsals and individual practice	<ul style="list-style-type: none"> • Space for rehearsals is extremely limited due to the confines of our small village school building. However, accommodations are made in the Unicorn room to practice during our weekly lesson for Year Five and Six. 	<ul style="list-style-type: none"> • Continued access to the Unicorn room and looking to improve the storage of instruments so they are stored safely. • Discuss with the Headteacher the possibility of making a space available during lunchtime or after school for those who want to do further practice on their instruments outside of timetabled lessons. 		The storage of instruments has improved but may need to be reviewed depending on which instruments they will learn in the coming academic year.

				Children have been able to take their instruments home to practice this year, so the requirement for practice space in school has not been necessary. Children have received their tuition in Eagles classroom, which has worked whilst learning clarinet but may not be adequate if children learn larger instruments in the future.
7. Develop a termly performance	<ul style="list-style-type: none"> We have a Christmas Performance put on by EYFS/KS1 in the Autumn Term. At Easter the children in Year Two/Three performed on the recorder at the Easter Celebration. Children in Year Five and Six will perform as a string ensemble for parents/carers to showcase what they have learnt during the year. Years Four, Five and Six will also perform songs from a show for parents/carers in summer term two. 	<ul style="list-style-type: none"> Develop a rolling program of performances so that we can be more intentional with the performances that are put on within school. Meet with EYFS/KS1 teachers to discuss the Christmas performance and what resources they will be using. Discuss with KS2 teachers about sourcing/purchasing a musical score for a performance. Seek to re-establish links with the local community and look for opportunities for our children to perform for the wider community. 		
8. Provide opportunities to enjoy live	<ul style="list-style-type: none"> The children enjoy live performances from their peers several times a year. 	<ul style="list-style-type: none"> Secure a place to perform with The Halle Orchestra in the next academic year. 	<ul style="list-style-type: none"> Consult the Derbyshire Classroom 	Unfortunately, we were unsuccessful in

<p>performances at least once a year</p>	<ul style="list-style-type: none"> • The opportunity to perform with The Halle Orchestra was offered, but sadly, we were unsuccessful in procuring the tickets to attend this event due to over subscription from other schools. 	<ul style="list-style-type: none"> • Explore the possibility of having visiting musicians, vocal ensembles and choirs to the school. • Make contact with other Music Leads within the Academy and explore the possibility of creating an academy music festival (2025-2026). 	<p>Instrumental learning team to see what is offered locally.</p>	<p>obtaining a place to perform with the Halle Orchestra again this year.</p> <p>I have explored my own contacts to see if we could visit visiting musicians into school, but this has not been possible.</p> <p>I am in the early stages of exploring the possibility of creating an academy music festival.</p>
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