The Vine Schools

School Music Development Plan

Detail	Information
Academic year that this summary covers	2026/27
Date this summary was published	19/11/26
Date this summary will be reviewed	July 2027
Name of the school music lead	Annie Staten-Young
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Swindon Music Service- Chippenham cluster
Name of other music education organisation(s) (if partnership in place)	

The Key features of high-quality school music provision as stated in *The Power of Music to Change Lives: A National Plan for Music Education 2022* (NPME)

- Timetabled curriculum music of at least one hour each week of the school year for key stages 1-3.
- Access to lessons across a range of instruments, and voice.
- A school choir and/or vocal ensemble.
- A school ensemble/band/group.
- Space for rehearsals and individual practice.
- A termly school performance.
- Opportunity to enjoy live performance at least once a year.

This development plan aims to reflect on current practice and procedure to deliver these key features to all children at The Vine schools.

Step 1: The Vine School Music Vision

Step 2: Music Provision Self- Assessment

Step 3: Plan of Action

Step 4: Review

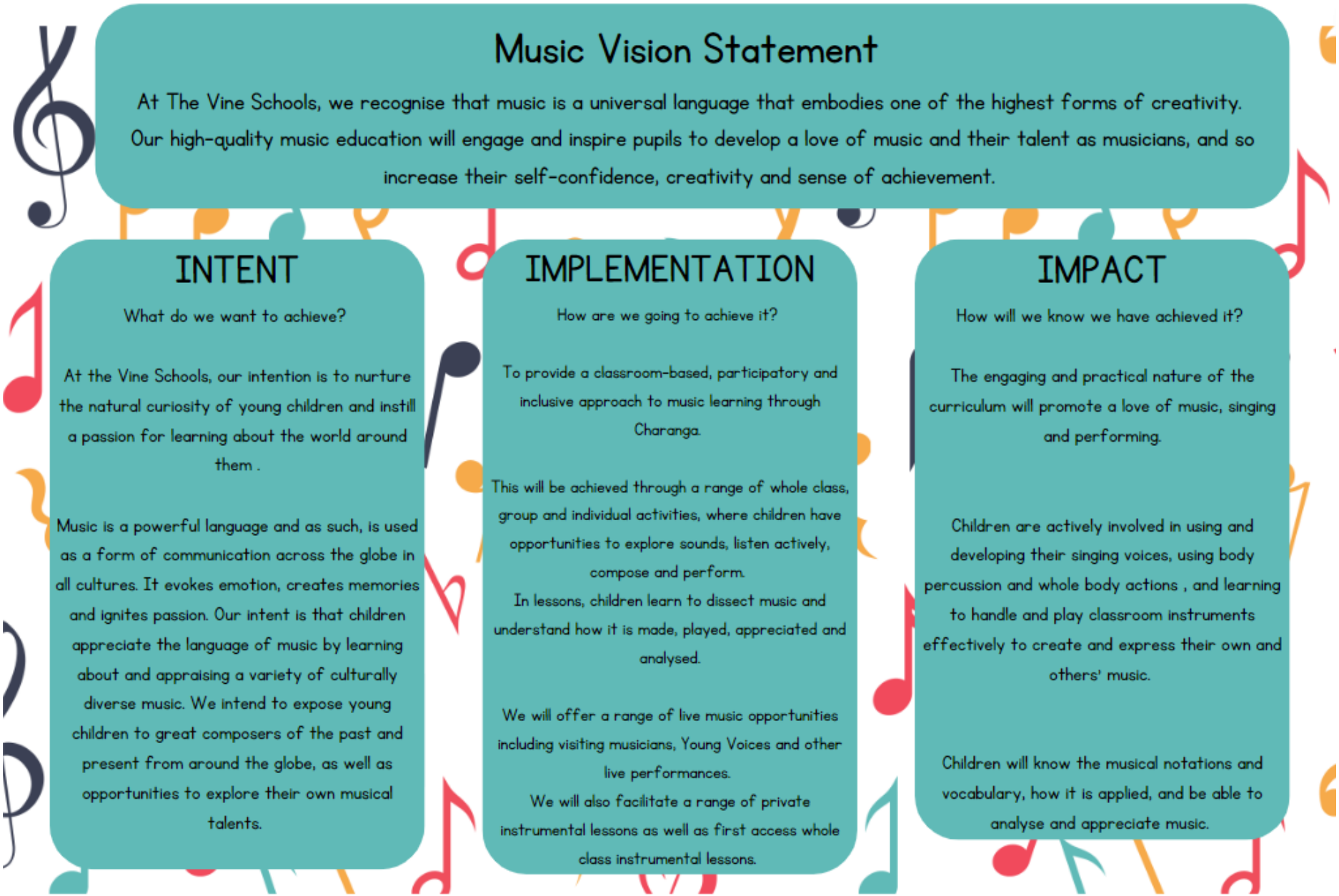
Part A: Music Curriculum

Part B: Co-Curricular music

Part C: Musical Experiences

Part D: In the Future

Step1: The Vine School Music Vision



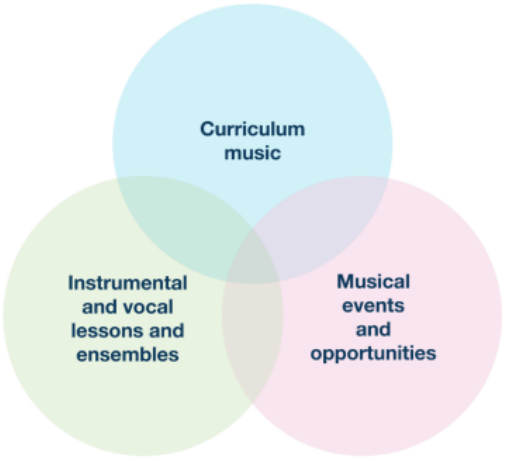
Step 2: Music Provision Self- Assessment

Area	Category		Descriptor	Achieved
Curriculum	Curriculum Design	1	The music curriculum is planned for in all year groups and skills are mapped progressively across Key Stages as guided by the National Curriculum (and Model Music Curriculum).	Yes
		2	Additional aspects (i.e: whole class music, 1-1 / small group tuition and ensembles) are embedded into the planning of the music curriculum so that they support the musical outcomes. Composing and musical creativity is supported effectively at every level	In progress
		3	The curriculum is planned with consideration for transition considering the expectations of the KS3 curriculum and planning in collaboration with local secondary schools. Music technology is used effectively to support musical learning	Not yet
	Assessment	1	We use teacher assessment through the year using at least one method (video, audio, written). Teachers can assess against end of year expectations	Not yet
		2	We use teacher assessment at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress.	Not yet
		3	We confidently use a range of formative and summative assessment strategies. There are many opportunities for pupils to receive feedback on their performance/progression and self- and peer-assessment.	Not yet
	Timetabling	1	There is a dedicated curriculum music time on the school timetable each week for all year groups. The NPME recommends a minimum of 1 hour of music teaching a week. This may take the form of short sessions spread across the week.	Not yet consistently
		2	Additional activities such as whole class instrumental lessons or singing (e.g. in assemblies) are timetabled in addition to dedicated curriculum time.	In progress
		3	Continuation of whole class instrumental lessons via small group or 1-1 tuition is scheduled within the school day	No
Tuition and Ensembles	Instrumental and vocal tuition	1	Every child has an opportunity to learn an instrument and to make progress with instruments. Schools engage with specialist music teachers to provide 1-1 and small group tuition on at least 1 instrument. Up to 10% of the school population engage in instrumental tuition.	No
		2	Schools engage with a specialist teacher to provide 1-1 and small group tuition covering at least 2 different instruments. School engages in live performances for all pupils to raise awareness of instrumental families highlighting opportunities for additional musical learning.	No
		3	Schools engage with a specialist teacher to provide 1-1 and small group tuition covering at least 2 instrumental families. Over 15% of the school population engage in instrumental tuition. Pupils perform in both formal and informal settings regularly (at least once per term). School regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision	No
	Whole class Activity	1	Children in EYFS/KS1 have opportunities to explore simple class instruments such as hand or tuned percussion and recorders. Whole Class Instrumental Learning is delivered for at least one term for every child in one KS2 year group. This may be delivered in smaller groups or as a class. There is a clear instrumental progression route from Whole Class Instrumental	In Progress

			Learning such as smaller group and/or ensemble tuition. The school ensures there is an appropriate adult always supervising the Whole Class Instrumental Learning class	
		2	Whole Class Instrumental Learning is delivered for at least a year for every child in one KS2 year group. The school has selected an instrument Whole Class Instrumental Learning that promotes musical progression for their pupils. The school communicates effectively with the Whole Class Instrumental Learning teacher (if external) to develop a shared understanding of purpose and progression. The school/teacher ensures there is an opportunity for performance to parents and peers at the end of the Whole Class Instrumental Learning year. 10% of students choose to continue learning an instrument after Whole Class Instrumental Learning	In progress
		3	Whole Class Instrumental Learning is planned to successfully integrate into the school's music curriculum. The class teacher participates fully in Whole Class Instrumental Learning lessons (if not delivering themselves). The school/teacher ensures there are opportunities throughout the year to showcase the Whole Class Instrumental Learning class to their peers. 15% of students choose to continue learning an instrument after the Whole Class Instrumental Learning year.	In progress
	Instrumental Ensemble Provision	1	The school provides an opportunity for ensemble playing for at least a term. The ensemble is regularly attended by at least 5 pupils. The ensemble is led by a competent musician	No
		2	School provides ensemble opportunities throughout the year that cater for all instruments learnt by pupils at the school. The ensemble is regularly attended by a minimum of 10 pupils. It is planned that the ensemble rehearses and performs a range of styles and genres. There is an opportunity for the ensemble to perform for parents or peers.	No
		3	Effective planning is in place for the ensemble to rehearse and perform a wide range of styles and genres. There are many opportunities for the ensemble to perform for parents or peers.	No
Singing	Singing provision	1	There are termly opportunities for massed singing; these may be linked with calendar events or performance opportunities. Singing is a core part of the school's music curriculum and children's musicianship development.	Yes
		2	There are weekly singing assemblies for all pupils	Yes
		3	There is 1 or more weekly singing assembly for all pupils lead by a specialist. All staff are upskilled and confident at leading singing in their classrooms	In progress
	Choirs	1	There is a school choir and/or vocal ensemble that rehearses weekly	No
		2	The school choir/vocal ensemble is led by either a specialist teacher or a competent member of staff who has expertise in leading vocal work and practices healthy singing.	No
		3	The school has multiple choirs/vocal ensembles (supporting different stages of vocal development)	No
School life and opportunities	Leadership and advocacy	1	There is a designated member of school staff, not a senior leader (where staff numbers allow), who has responsibility for music and advocates for the subject across the school.	Yes
		2	In collaboration with the designated music leader, senior leaders drive the development of music across the school and advocate for the importance of music in school life. The time designated for music leadership reflects responsibility for curriculum music, co-curricular provision, experiences, and performances.	No
		3	A named governor takes responsibility for monitoring music (arts); as a result, music is an integral part of daily school life	No
	Pupil Voice	1	Pupil voice is taken into consideration when planning internal school events through informal discussions	In progress
		2	Pupil voice is considered when planning for external events through informal discussion or student council.	In progress

		3	Pupil voice is considered when planning for the music curriculum, including repertoire selection or instruments of interest.	No
	Value of Music	1	Music occasionally plays a role in school life.	Yes
		2	Music is an important part of school life	Not yet
		3	Music is an integral part of the everyday life of the school and wider community.	Not yet
	Inclusion	1	Every child is included and supported in accessing musical learning and experiences. All music lessons are planned to use instruments/resources accessible and age-appropriate to their students. All members of staff and external providers teaching music have an awareness of the pupil needs in the class Students have opportunities to listen to music from a range of cultures and traditions in all key stages	Yes
		2	The school plans to target students eligible for pupil premium and supports these students to engage in musical opportunities and tuition through this funding. The school signposts learners to music bursary and funding schemes. The school provides additional support though resources to enhance accessibility. All teachers and staff know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Students have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages	In progress
		3	Bespoke financial support is applied so that all pupils can access the curriculum and extra-curricular opportunities. School provides access to alternative/adaptive instruments where necessary. Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these. Schools signpost opportunities for students and make families aware of the benefits of supporting musical learning. Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages. Students experience a range of musical role models including disabled musicians and a range of backgrounds and ethnicities.	No
	Resources and Equipment	1	There are limited instrumental resources within the school, possibly only untuned percussion or a part set of class instruments	Yes
		2	There are a range of instruments within the school, including whole class sets of instruments (owned or hired). The school has access to and uses teaching resources to support music teaching and learning (this could include online resources). The school works with the Music Hub to facilitate access to high-quality instruments and equipment where needed.	No/ In progress
		3	There is a dedicated space for music within the school. This is equipped with a range of tuned and un-tuned instruments and technology is available for use. The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning.	In progress
	Budget	1	There is a limited budget for music provision.	Yes
		2	The budget is planned to support the delivery of the music curriculum and supports resourcing the school	no
		3	There is a significant budget that is planned to support the delivery of music curriculum as well as providing students with ample opportunity to broaden their musical experiences.	No

	CPD	1	The lead member of staff for music undertakes music specific CPD every year.	In Progress
		2	The lead member of staff is given opportunities by the school to share and upskill other staff members as a result of their CPD attendance	Not yet
		3	The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life	Not yet
	Partnerships	1	The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The school is exploring opportunities to work in partnership with other settings.	Not yet
		2	The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their local Music Education Hub (including completion of the annual survey and regular attendance at network meetings).	Not yet
		3	The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and staff. This could include Arts Mark and Music Mark accreditation. The school is aware of local and national progression routes and signposts these to pupils effectively	Not yet
	Live Performance	1	There is an opportunity for every child to enjoy live performance at least once a year.	Yes- Panto
		2	Opportunities to enjoy live music as an audience member include large-scale performances, small-scale workshops, professional, amateur, within school and between schools.	Not yet
		3	Live music performances provide links to curriculum learning and progression routes, such as local secondary schools or ensembles. Pupils enjoy a range of music that reflects their interests and passions.	Not yet



Model of music education originally created by Hampshire County Council's Music Service, 2013.
All rights reserved.

Step 3: Plan of Action

Area	Category	Actions	Deadline	Evaluation criteria	RAG
Curriculum	Assessment	Develop systems for teacher assessment- formative and summative			
Curriculum	Timetabling	Timetable 1 hour per week of music lessons (can be split into small chunks). Block lessons over a term where necessary.			
Tuition and Ensembles	Instrumental and Vocal Tuition	Provide instrumental tuition for a year group for at least 2 terms.			

		Include opportunities to perform to parents.			
Tuition and Ensembles	Ensemble provision	Provide opportunities for children to play instruments they are learning together as an ensemble e.g. lunchtime club Provide opportunities for parents to pay for private 1:1 or group music lessons during the school day.			
School life and opportunities	Pupil Voice	Ask pupils/ student council about their ideas for repertoire, instruments, experiences etc. to help inform planning.			
School life and opportunities	Partnerships	Reach out to the local secondary schools and ask about opportunities for collaboration/ performances e.g. school show, instrumentalists give recital, mentors			

Step 4: Review

RAG rate and annotate the action plan.

Part A- Curriculum Music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Our music curriculum draws inspiration from the Model Music Curriculum. We use Charanga to aid our music delivery, which provides engaging and interactive resources as well as schemes for teachers to use when planning lessons. Whole class instrument schemes for ukulele and recorder, among others, can be easily followed by non-specialists when necessary.

Our aim is to provide 1 hour per week of timetabled music lessons in each classroom. This can be made up of small chunks of time throughout the week. When necessary, music lessons may be blocked together. Whole- class Ukulele and clarinet lessons have been enjoyed by KS2 children across our 3 schools in the last 5 years. We will expand this year to include whole class Djembe drum lessons.

Example Curriculum overview

	Focus
T1	**KS1-Our World** (Listen, perform, improvise, Glockenspiels) **KS2- Percussion Power** (Rhythmic elements, compose, improvise)
T2	**KS1- Rhythm in the Way we Walk** (Listen and appraise and improvise) **KS1- Performance** **KS2- Christmas** (Song and Performance)
T3	**KS1- In the Groove** (Music Genres) **KS2- Sound Exploration** (Scottish National Orchestra project)
T4	**KS1- Friendship** (perform, compose, improvise) **KS2- Music and sound** (ensemble playing, compose, perform)
T5	**KS1- Zootime** (pulse, rhythm and pitch) **KS2- Djembe** (whole class instrumental lessons)
T6	**KS1- Oceans, Seas and Rivers** (Songs and Performance) **KS2- Djembe** (whole class instrumental lessons) **KS2 – Performance**

Part B: Extra-Curricular Music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

We offer peripatetic lessons each year for 1:1 or small groups. We have pupils currently learning the guitar and piano and have links with teachers who can offer string and woodwind lessons if required. Instrument hire is available from Wiltshire Music Connect and subsidy for lesson costs. Pupils who take part in these lessons are encouraged to pursue instrumental grades through ABRSM.

Every other year, we take part in the national singing festival, Young Voices. Our aim is to run free choir clubs for those pupils joining in with Young Voices either after school or during lunchtimes.

Part C: Musical Experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Every year we enjoy watching the pantomime either at school or in the theatre.

Every other academic year, we join in with Young Voices. This is an invaluable experience for our KS2 children to perform in a world class arena with professional musicians alongside thousands of like-minded children. In 2023, we were part of the Young Voices Birmingham concert with Heather Small where we had the opportunity to record *Proud* with her. In 2025, we returned to Birmingham for the Young Voices concert, performing alongside Tommy Blaze (Strictly Come Dancing Singer) and MC Grammar.

Our three schools have been fortunate enough to experience *Rocktopus* workshops. These provide opportunities to compose, improvise and perform.

Weekly singing assemblies include a variety of genres of songs that provide opportunities for singing in unison and harmony including rounds.

Part D: In the future

In the future, we aim to make links with the local secondary schools to provide performance and listening opportunities. We will explore opportunities provided by other organisations like The Royal Opera House for free experiences.

We would like to increase the range of instruments on offer for 1:1 lesson as well as whole-class learning. We will also plan to invite professional musicians in to perform and work with us.

We would like to develop a our music offer by providing whole-class instrumental lessons each year with the view to inspire pupils to continue on with private tuition.