



Foundation Subject Action Plan

Area of Development:	Music	School (s):	Lynnfield	Leader(s):	Luke Woodhouse	Date:	2021 - 2025
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Subject Specific Concepts

1. Listening (instruments, genres, styles, eras, cultures, rhythm, pitch, texture, timbre, dynamics)	2. Appraising (expression, emotion, feelings, technical description, reasoning for choices)	3. Composition (notes, sequences, elements of music, interrelated dimensions of music)	4. Vocal Performance (voice, vocal care, diaphragm, expression, solo, ensemble, fluency, control)	5. Instrumental Performance (musical staff, notation)	6. Cultural Awareness (diversity, disparity, connections, social identity, values)	7. Interconnections (links between all of the different elements of music – the interrelated dimensions of music)	8. Improvisation	9.
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Focus Area	Intent	SSC focus	Implementation/Cost	Expected Impact How you will find out?	Deadline
Monitoring	The focus for subject monitoring this year will be staff voice. Staff at Lynnfield have had a full year of teaching the revised music curriculum and this year will very much focus on areas for development in the knowledge organisers based on the responses in the staff voice documents.	All	<ul style="list-style-type: none"> Staff voice forms to be distributed at the relevant times of year and conclusions from these will form the basis of evaluation within the Lynnfield music collation table for 2022-23 	Autumn Subject monitoring – As well as doing staff voice surveys, I will also carry out informal floor book scrutiny to ensure that the excellent standard of evidence is maintained from the previous academic year.	Collation table dates TBC
Whole school curriculum development	From the spring and summer scrutiny work – the next step in developing the music curriculum is to embed the use of technical musical vocabulary. The focus of the last academic year on vocabulary has yielded good results which can be seen in the evidence presented in the floor books. This now needs to be fully embedded across the school – i.e. have another year of consistent application	1,2,4,6 7,9	<ul style="list-style-type: none"> Update the vocabulary bank for all staff to use in their lessons. Vocabulary to be taken from the ABRSM theoretical music graded syllabus (grades 1 and 2) 	By ensuring that all staff have a clear and accurate vocabulary bank, this will ensure that consistent teaching of technical musical vocabulary will happen across the school. It will allow the children to be exposed to the vocabulary in the context of EYFS and KS1, with a view to them using it effectively and accurately in their work at KS2. *Planning checks and Lesson visits if possible	Complete by 19th December



	<p>A further focus for the current academic year will be the ways in which staff evidence music, specifically focussing on electronic evidence – i.e. videos and recordings of the children’s performances. This mode of evidence is particularly relevant during the spring and summer terms. A folder was set up in the previous academic year on the school system for staff to place their recordings. However, this was not widely used</p> <p>The implementation of music within assembly time and its links to other aspects of the curriculum.</p> <p>An audit of musical instruments needs to be carried out at Lynnfield to ensure that they have adequate resources to carry out the curriculum plans, particularly for Spring</p> <p>The school choir needs to be reactivated after a hiatus as a result of the pandemic and changes to the structure of the school day</p> <p>Brass and Piano demonstrations planned at Lynnfield.</p> <p>Individual class performances. Year 4 produced an excellent class performance for the whole school of their focus song in the summer term of 2024. I would like to see this as a feature across school - each class will produce one short musical</p>		<p>Discussion with SLT regarding which medium to use to record the evidence.</p> <p>Meet with the lead of cultures and communities faculty to ensure that aspects of SMSC are being met through assembly music. Plan the music sequence for assemblies.</p> <p>Audit to be carried out by LW Cost £0 initially</p> <p>Choir/DFC club to start. Cost £0 initially.</p> <p>TVMS to provide demos to provide children with the opportunity of taking up an instrument. Currently paid for by parents. Cost £0</p> <p>Each class to produce their own performance in either the spring or summer term, showcasing their composition or singing work - £0</p>	<p>The sequences of recorded evidence will demonstrate progress in the children’s practical music making.</p> <p>The musical aspect of assemblies will have a clear link to SMSC and themes for each week.</p> <p>The audit will provide the music lead with specific information on the numbers of instruments in school and their general state of repair</p> <p>Regular rehearsals and performances at key school events.</p> <p>Children provided with the opportunity to learn an instrument outside class teaching time.</p> <p>Performances to be watched in singing assembly and recorded for evidence.</p>	<p>Complete in the second set of collation table dates.</p> <p>Release time/meeting time to plan with head of cultures and communities.</p> <p>October 20, 2024</p> <p>Spring 2025</p> <p>September 2024</p> <p>July 2025</p>
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	performance in either the spring or summer term within music assembly				
Knowledge organiser development	<p>The current academic year will focus on the knowledge content based on staff voice responses and the Ofsted research document for music. It will also involve development in making sure the knowledge content is clearly defined.</p> <p>In 2023, LW and JW produced a new KO for early years music – this needs to be implemented.</p> <p>Knowledge organisers rely on Charanga subscription heavily to support staff with their teaching – Charanga subscription will need to stay</p>	<ul style="list-style-type: none"> Termly review of key knowledge £0 <p>Creation of EYFS music KO in conjunction with KS1 KOs £0</p> <p>Renew charanga subscription in both Lynnfield - £195 per subscription.</p>	<p>KO provide clarity in the types of questions to be asked</p> <p>KO provide clarity as to the expectations of musical vocabulary and key lesson questions.</p> <p>KO better reflect the demographic of the school and promote inclusion</p> <p>This will ensure a seamless and progressive transition from the expressive arts component of the EYFS stage curriculum to the NC based knowledge organisers for KS1.</p> <p>This will support teachers with planning and provide essential online resources with which to deliver the planned curriculum.</p>	<p>Termly – release time</p> <p>KOs to be amended as staff voice results are collated.</p> <p>October 1st 2023</p> <p>Mid year 2024-5</p>	



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Assessment	Currently, there is no formal feedback and marking policy for music creating challenges for staff in terms of expectation in these areas. After the successful implementation of music assessment ladders last year, this year's focus will be on the development of an appropriate feedback and marking model for music. Consultation with other foundation subject leaders would be beneficial.	1, 2, 3, 4, 6, 7, 9	The development of a music feedback and marking policy - £0	Consistent application of feedback and marking which will be checked by staff conversations and informal book scrutiny.	February 2025.