Manadon Vale Primary School

Manadon 'Subject on a page'- October 2026

Subject: Music

CONNECT ACADEMY TRUST

Curriculum Intent

Every child regardless of need or barrier will be given the opportunity to:

- Strive to be the best that we can be as musicians – active, curious, resilient, collaborative and reflective.
- Understand and be involved in Music as a universal language that embodies one of the highest forms of creativity.
- Experience a high-quality music education that will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.
- As pupils progress, develop a critical engagement with music, allowing them to sing, play, perform, compose and listen with discrimination to the best in the musical canon.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions.
- (Teaching of Music follows the National Curriculum and reflects changes introduced in 2014)

Curriculum Implementation

- A love of music instilled from the start through fun, engaging and practical activities, with the appropriate level of challenge embedded within clear musical objectives and outcomes.
- Focus on practical music – gaining knowledge and skills through performing, composing and active listening.
- Well-resourced Music Room with quality, quantity and a wide range of tuned and untuned instruments.
- We are a 'Singing School' - everyone sings regularly, to develop our musical skills and understanding, but also to have fun and bring our community together.
- Participation in larger scale events – in school, locally with schools from across the city and nationally.
- Quality curriculum provision results in large numbers of children choosing to participate in extra-curricular clubs, rehearsals and events.

School Improvement Priorities

Progress: To use ongoing assessment effectively to close the academic gaps between key groups to ensure that all children make at least expected progress from their own starting point in reading, writing and maths.

Curriculum: To monitor the impact of curriculum provision and enrichment opportunities to ensure all children have access to a broad and balanced curriculum that meets their needs.

English – To develop staff's pedagogical knowledge in relation to writing so that we create confident and proficient writers, building on our embedded approaches to communication, language, phonics and reading.

Culture - To create a positive culture throughout the school, rooted in our school values and positive behaviour to in turn increase NOR and attendance to be above the primary national average – 94.6% with a school target of 97%.

What are your key priorities? (Action Plan 2026)

Embed a positive culture throughout the entire school, making school a happy place to be where children feel they belong and want to attend every day.

Subject leaders to complete the monitoring document for their subject when carrying out moderation during learning visits, pupil voice, book looks and planning scrutiny.

Ensure the new Progression Document for Music is being followed across the school, offering support where needed.

Subject leaders to monitor to ensure breadth and depth in their subject within the whole school connected curriculum, including feeding back to individuals and year groups and monitoring next steps

Voice behind the subject (How do we know?)

- Pupil voice/quotes
- Parent comments – verbal and in cards/letters/emails after events
- Teacher voice
- Peripatetic tutor feedback
- First Access tutor feedback
- External feedback from Plymouth-wide music-making
- Hearing evidence of practical music-making around the school
- Learning walls/ display
- Pupils' engagement in musical opportunities

Provision for all

- Inclusive choirs – 'everyone can sing' ethos
- Inclusive whole-school performances to celebrate all talents
- EPIC Violin project in Year 3 – free tuition for all
- School instruments lent out, if possible, where this is a barrier
- Celebration of SEND children where music is a strength
- Adaptive teaching

Adaptive Teaching

In-the-moment adaptive teaching includes:

- Rephrasing questions or content
- Giving step-by-step instructions for a task
- Adapting Language to ensure all learners understand the content
- Prompting learners with key words, visuals or other sensory stimuli
- Setting up temporary groups as an additional layer of support and scaffolding at that moment
- Gauging group responses to support individual answers
- Supporting learners with sensory needs – eg headphones where too high a sound level is an issue.

Curriculum Impact

- Pupils are musicians. They have a sound understanding of performing together effectively, listen actively, express opinions on music heard and create their own music for a variety of purposes. Many pupils take part in extra-curricular music provision.
- Pupils have a positive attitude towards music. They enjoy engaging in musical activities, challenging themselves to progress and enjoying sharing their achievements with others.
- Music has a role in every pupil's life. They possess the skills necessary to engage in quality music-making with others and the knowledge of the building blocks of music to enable them to create and enjoy quality music. This will be seen through: pupil voice, teacher voice, parent comments and monitoring

CPD

- Ensure current Music scheme is the very best resource to deliver the music skills progression
- Utilise Charanga scheme/subscription CPD opportunities – online, face-to-face and recordings
- Develop an effective way (with MAT Music Team support) to evidence the Music learning throughout the school and the progression of skills through this – for visitors to see evidence but also to assist the children in their short to long term memory transference (Floor books/Year Group books/Recordings/Photographs)
- Class teachers to take ownership of new Music curriculum and skills progression by evidencing specific opportunities within given Charanga units (trialled by Year 4 summer 2023) – use to develop a manageable annotation system for non-specialists (and specialists alike) across the school
- Use the above to plan future CPD/support needed – from the subject leader to the whole staff/individuals, in the form of inset and/or model lessons/observations – seek generalised patterns of need as the immediate priority
- Develop an effective and manageable assessment system based on the progression of the Key Musical Skill strands

Enrichment opportunities

- Christmas/Main Choir
- Harmony Choir – extra-curricular
- Orchestra – extra-curricular
- Year 3 and 4 Singing Club
- Individual and small group tuition with visiting tutors
- First Access Whole Class Violin tuition and performances
- Music within Class Assemblies
- Singing Assemblies
- Key Stage 2 Carol Services and concerts
- Key Stage 1 and Foundation Stage Christmas Shows
- Young Voices Residential Trip
- Plymouth's 'The Big Sing'
- Singing at Crownhill's Christmas Lights Switch-On
- 'Leavers' Show

ENDEAVOURING NURTURING