



Music Development Plan 2025-2026

School: Ravenscote Junior School

Trust/local authority: EEEA academy

Local music hub: Surrey Arts

Music specialist teacher: Rachel Brailey (maternity leave) and Melissa Lynch (maternity cover)

Headteacher: Amy Wells

Review date: July 2026

	Music Development Plan
1 – Overall objective	At Ravenscote, we strive to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential.
2 – Key components	<p>At Ravenscote, we have a specialist music teacher who provides 1 hour a week lessons following a bespoke curriculum to every class as part of PPA for class teachers. There are also several peripatetic music teachers who provide 1:1 lessons on the clarinet, flute, piano, drums and guitar. Clarinet lessons are through Surrey Arts and we have a child who has been able to have reduced-cost lessons through pupil premium funding allocation</p> <p>Rocksteady also come in to provide band experience for children across the school (61 children). Each term, Rocksteady put on a concert in the hall for parents and a year group is also invited to watch.</p> <p>There are weekly singing assemblies for the whole school led by the specialist music teacher.</p> <p>There is an after-school choir which is run by the specialist teacher and a second musical class teacher. This is open to all pupils and currently averages at 60 per term (10% of the school).</p> <p>There are also several clubs run by the specialist teacher during the week. These include:</p> <ul style="list-style-type: none">• Purple Harmony – a year 5/6 audition choir that has 40 students• Recorder clubs for year 4 (24 children), 5 (10 children) and 6 (13 children).• Samba – a year 6 club with 30 children• Music tech (6 year 6 children each half term – 20% of the year group)• 50% of the school access additional music



	<p>This year the children in year 6 recorder club have been invited to partake in music medals (ABRSM). 7 children have been entered into the exams across two levels – Copper and Bronze. These will be assessed in school and uploaded to ABRSM for verification.</p> <p>There is a dedicated music room where whole class lessons and specialist teacher clubs are led. Peripatetic lessons are held in a small music practice room, which contains a piano and drum kit.</p> <p>Each term there is a music concert held for parents. In Spring and Summer, soloists are also invited to perform alongside the performance groups. There are additional concerts that the choir and/or Purple Harmony attend – including Young Voices, Primary Festival (put on by Surrey Arts) and singing at local care homes. At the end of the year, year 6 children put on a musical, which is organized by the year 6 teachers and the specialist music teacher.</p> <p>There are opportunities for children to enjoy live music – including performances by their own peers. In addition, piano students went to The Yehudi Menuhin School (specialist music school) for a Christmas concert.</p> <p>Purple Harmony have also performed at the local Secondary school's Christmas concert and were invited to a workshop and performance of The Addams family at a second school.</p> <p>Children with SEND receive support in music. Most groupings are mixed ability, so that children can work together and help each other. When there is LSA support, they will target children with SEND for focused help. There are adapted resources available for all children in lessons, should they wish to use them, and they are strongly encouraged to do so. The specialist music teacher is aware of the Inclusion Target for these children and gives opportunities for progress in these as appropriate.</p>
<p>3 – Classroom instrumental teaching</p>	<p>All whole class music tuition is provided by the specialist music teacher.</p> <p>In year 3 the children receive 6 weeks of African drumming lessons and a whole term of recorder lessons. Following from the recorder lessons, all children are invited to attend recorder club in year 4 to continue this. The school provides recorders to use in the classroom lessons.</p> <p>In year 4 the children spend a term learning how to play the glockenspiels and xylophones. This skill is then utilized in composition units heavily in year 5.</p> <p>In year 5 the children spend a term learning how to play the ukulele. A class set of ukuleles is provided, but some children do choose to bring their own from home. There is a lunchtime club whilst the children are learning the ukulele, so that they can come for extra help or just fun practice time.</p> <p>In year 6 the children have a transitional unit where they spend a term on musical theatre.</p>



4 Implementation of key components

Each class receives an hour of music from the specialist music teacher each week. The curriculum was developed in line with the 6 National Curriculum objectives. When the Model Music Curriculum came out, the planning was adapted to increase the amount of time learning instruments and to include more of the suggested pieces.

	Autumn	Spring	Summer
Year 3	Carnival of the Animals African Drumming	Reggae music Peter and the Wolf	Recorders 1 Recorders 2
Year 4	A night on Bare Mountain Baroque Era	History of Rock and Roll Playing the glockenspiels and xylophones	Pentatonic scales (glockenspiels and xylophones) In the Hall of the Mountain King
Year 5	Classical Era Space	Jazz Ukulele 1	Ukulele 2 Latin American Music
Year 6	Romantic Era Film music	History of hip-hop and rap The Firebird	Singing – end of year show (Transition unit)

Weekly singing assemblies cover a variety of music, from round singing, material for Young Voices, songs linked to our school values and songs taken from our PSHE scheme (Jigsaw) which are linked to classroom learning as well as seasonal music. As the children enter assembly, music is played from a range of composers across a range of genres (some taken from the MMC).

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	<p>At the end of instrumental units, class teachers and senior leaders are invited to come to listen to their class perform. There are also several opportunities within other units for children to perform to each other within lessons.</p> <p>Children who learn instruments through private lessons are also invited to perform to their class and some also perform to the whole school at the beginning of singing assemblies.</p>
<p>5 – Communication activities</p>	<p>The school website contains the long-term music plan. Ravenscote Junior School - Music</p> <p>It is regularly updated with the latest clubs and available private music lessons. Flyers from Surrey Arts regarding lessons, bands, other music activities are put up on the website and emailed out to parents. Emails are sent to parents regarding concerts and other additional music opportunities.</p> <p>Photos from concerts, clubs, work from lessons are shared on social media in accordance with the children's photo permissions.</p>
<p>6 – Evaluation process for the success of the Music Development Plan</p>	<p>The current music provision is working well. This is able to be measured by over 50% of the children accessing additional music each week.</p> <p>During their time at Ravenscote children learn at least 3 instruments, for the minimum of a term: Recorders in year 3, Glockenspiels and Xylophones in year 4, Ukulele in year 5.</p> <p>Recorder club allows children to continue learning the recorder for a further 3 years. This year, there are several year 6 recorder players going in for music medals (ABRSM).</p> <p>There is good contact with the local secondary schools – a Christmas concert with Tomlinscote, Musical theatre workshop and invitation to performance from Farnborough Hill.</p> <p>Children are able to apply knowledge from previous years in areas such as listening, notation, composing.</p> <p>During Pupil Voice the children expressed their enjoyment of music, especially playing the instruments and really enjoyed performing to their teachers. Children felt that they could access the curriculum, apply their knowledge of notation and they many enjoy the new genres that they are exposed to.</p>
<p>7 – Transition work with local secondary schools</p>	<p>This year, meetings have been had with 3 of the local secondary schools to look through their curriculum – where units linked to and progressed on from, the units that the children learn at Ravenscote.</p> <p>Two of the secondary schools have invited Purple Harmony to performances (1 to watch a show, the other to perform alongside their musicians in a concert).</p>



8 – Budget materials and staffing	<p>This year, the music budget has been spent upgrading and replacing small hand-held percussion, purchasing new material for choir and books to compliment the curriculum.</p> <p>Next year, the budget will be used to continue upgrading and replacing instruments as needed.</p> <p>The peripatetic teachers are fully booked with a great uptake in private lessons this year. One has gone on maternity leave and this has brought in a new company who are providing maternity cover.</p> <p>CPD this year has included the music conference led by Surrey Arts, which provided networking opportunities amongst workshops for ukulele, SEND and using music technology. At the start of the year was the Young Voices teacher workshop – developing strategies for teaching and leading singing, as well as exploring the impact of music on the brain.</p>
9 – Pupil Premium and SEND provision	<p>This year children with PP or SEND have been targeted to receive free taster sessions for Rocksteady. The school has also paid for spaces in Rocksteady, enabling 4 (PP/SEND) children access to free sessions.</p> <p>A child on FSM, who had shown a particular interest in music, is now receiving reduced cost clarinet lessons.</p> <p>Children who are on the PP or SEND register receive a first invitation to attend clubs – to ensure that they are offered a space in an area of interest for them.</p> <p>There has been a greater uptake of SEND participating in music this year, through the methods mentioned above.</p>
10 – Summary Action Plan	<p>Continue to increase PP and SEND involvement in music through after school choir and Wednesday afternoon clubs. There is currently 10% of SEND and PP children accessing additional music. For next year the aim is to get to 15%.</p> <p>Continue to develop the partnerships with local secondary schools and infant feeder schools.</p> <p>Continue to increase exposure to live music for the whole school during assemblies.</p>

