

St. Michael and all Angels C of E Primary School

Music Action Plan 2025-2026

	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.
Key Priority Measures of success	<p>To ensure that the quality of education across school in Music is at least good.</p> <p>INTENT</p> <ul style="list-style-type: none"> The Music curriculum is sequenced showing clear progression of skills to ensure competence in understanding, performance and evaluation of music according to the year group expectations. For pupils to develop an appreciation for the music and understand it to be a vehicle for creativity and a tool for self-expression. <p>To IMPLEMENTATION</p> <ul style="list-style-type: none"> All teachers have the required knowledge of music necessary to their year group; a sound understanding of how to use and access essential resources. All teachers have access to support in the subject when required from the subject lead. Learning environments, including resources, support a quality musical learning experience across all classes. <p>IMPACT</p> <ul style="list-style-type: none"> Effective monitoring and evaluation systems monitor the extent to which pupils develop knowledge, skills and attributes appropriate for their age and achieve well (evidenced through assessment information, work scrutiny and pupil voice).
Success evaluated by:	<ul style="list-style-type: none"> - Curriculum leader and SLT half termly. - A subject situation report will be updated at least termly and shared with nominated Governor (actions and impact on standards). - School adviser to evaluate the impact of actions taken as part of termly visits.

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Objectives	Action / tasks	Start date	Lead	Support/ Resource	Monitoring/ Quality assurance internal or external (with dates)	Milestone/ Success criteria
That leaders have the subject knowledge to drive forward improvements across the curriculum.	Subject lead to study scheme material and draw connections between learning material and objectives. Access the CPD courses available through the scheme and feedback key points of using the resources to staff.	September 2024	Jenelle Munday			To be familiar with the curriculum from Reception to Year 6 and confidently make links to the ELG and the NC.
To continue to provide specialist input in Music across the school, where possible, in at least one area of music.	Subject lead to deliver singing assembly, providing skill-based practise in vocal training to all year groups. To develop singing technique across the school.	September 2024	Jenelle Munday			Pupils can prepare to sing – evident in their posture. Pupils can listen and follow music in unison; older children begin to use harmonies. Pupils can explain why good posture and listening is important in singing. Pupils can confidently sing a range of songs as a school.
All teachers have access to the progression map of musical skills for the whole school and are able to make connections between their year group and scheme material.	Progression of skills map to be completed and available for all of the staff on the One-drive to support the planning and delivering of lessons.	September 2024	Jenelle Munday			Pupils will be able to appraise a piece of music effectively. Pupils will be able to express their opinion about a piece of music using technical language appropriate to their year group objectives.

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Increased access to specialist musical instruction to support attainment in multiple areas of music.	<p>Subject lead to arrange instrument lessons for whole classes, beginning with KS2.</p> <p>Subject lead to arrange multi-cultural music experiences that broaden pupil exposure to music around the world.</p>	September 2024		<p>Lancashire Music Service</p> <p>Nasheed Choir</p>		<p>Pupils will be able to perform together on the violin in an assembly or to another class.</p> <p>Pupils will be able to confidently perform songs from other countries in variety of genres/styles.</p>
Learning environments, including resources, support effective teaching and learning in Music across all classes.	<p>To ensure instruments are available where they are needed to support the curriculum.</p> <p>To ensure support is available to assist teachers in making connections between objectives and lesson materials; in accessing vocabulary and terminology.</p>	September 2024	Jenelle Munday			<p>Teachers will be able to establish an engaging learning environment to support teaching.</p> <p>Children will be engaged in their music learning and able to demonstrate competent use of resources where necessary.</p> <p>Teachers will be able to confidently select the focuses for each lesson to support the progression of skills throughout the year.</p>
Effective monitoring and evaluation and assessment of the extent to which pupils are developing musical competence.	<p>To provide opportunities for classes to perform to an audience, whether to another class or to the subject lead.</p> <p>Teachers will have a comprehensive framework with which to assess the</p>	September 2024	Jenelle Munday			<p>Pupils will be able to appropriately appraise the music they perform.</p> <p>Pupils will be able to confidently perform what has been practised in lessons.</p>

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	development of musical competency in pupils.					<p>Pupils will be able to evaluate their performance.</p> <p>Teachers will have documented evidence of progress.</p>

Termly evaluation (by subject leader)	Singing assemblies are increasingly effective. Year 6 have been given opportunities to perform to an audience; more opportunities need to be created for other year groups.					
Next Steps by Subject Leader	Refine assessment process; develop assessment framework for teachers to track pupil progress. Develop a framework to collect pupil voice about the music curriculum and conduct pupil interviews.					
Curriculum Leader evaluation						
Governors Evaluation						

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