Music Action Plan 2026–2027

OUR INTENT: To create a rich, inclusive and vibrant musical culture throughout the school, where every child has the opportunity to experience the joy and benefits that music can bring. I want to create an environment in which children feel confident and encouraged to sing, perform, listen to and explore music in a variety of ways, regardless of their previous experience or perceived ability.

KEY ACTION	NITTY GRITTY: WHAT EXACTLY WILL WE DO?	WHO / WHEN	WHAT WILL WE SEE IN PRACTICE?	HOW WILL WE CHECK?	IMPACT FOR CHILDREN	RAG / NEXT STEP
1. Promote and develop peripatetic music lessons in school.	-Arrange assemblies and opportunities in school for Bradford Music Service to promote instrumental tuition. -Organise performances in school for pupils to showcase progress, with the aim of inspiring other pupils. -Promote peripatetic instrumental lessons on Class Dojo.	Lesley Senior December 2026	We have built our peripatetic instrumental teaching offer up: <u>July 2026-</u> - 3 pupils attended guitar lessons in July 2026. <u>October 2026-</u> -4 pupils now participate in guitar lessons. -3 pupils receive a 1:1 piano lesson. -4 pupils participate in keyboard lessons. -2 pupils receive cello lessons. -3 pupils receive violin tuition.	-pupil voice -parent voice -BMS feedback and progress reports -quantifiable data -Performances and music assemblies	The children will be more enthusiastic about learning to play a musical instrument. Pupils will be inquisitive and ask questions about instruments. The children will have a greater level of knowledge about instruments.	☐R ☐A ☐G *Next:*
2. Establish CPD opportunities for all staff.	-Carry out a staff survey, identifying strengths and weaknesses in music teaching. -Arrange opportunities for staff to carry out peer observations in school. -Organise opportunities for staff to plan music collaboratively.	Lesley Senior July 2027	-Teachers are more confident and enthusiastic. -Music lessons become more practical. -Improved curriculum progression. -Greater inclusion.	-staff surveys -pupil voice -lesson observations	Staff will be more confident and enthusiastic when teaching music. Pupils will feel inspired and more knowledgeable about the subject. Pupils will seek out musical opportunities as a result.	☐R ☐A ☐G *Next:*

	-Arrange CPD in school and also utilise training opportunities arranged by Bradford Music Service.		-Higher quality singing. -Richer musical opportunities outside school.			
3. Deliver a whole-school musical performance.	-Plan and arrange opportunities for a whole-school performance; building on Rose Day. -Research what local/partner schools are doing. -Make links with secondary schools to find out what level of support they can provide.	Teaching staff July 2027	-A strong sense of community, which is obvious to an outsider. -Increased pupil confidence. -More effective communication between individuals and groups of children. -Improved behaviour. -Better cultural/religious understanding.	-parent feedback -pupil voice -conversations with staff -performances	The children will have a sense of belonging and cohesion in school. Older pupils will be role models for younger children. Parents and members of the local community will be brought together.	☐R ☐A ☐G *Next:*
4. Develop extra-curricular opportunities for music in KS1.	-Research local musical opportunities for younger pupils. -Involve younger pupils in local, community-based events. -Recreate Young Voices in school so that pupils have the opportunity to rehearse and perform a series of songs and dances for parents.	Lesley Senior April 2027	-Greater independence. -A feeling of inclusivity. -More effective communication. -Development of social skills. -Increased parental engagement.	-pupil voice -parent voice -conversations with staff -quantifiable data	Provides younger children with a sense of increased responsibility and inclusion. Improves social and interaction skills. Celebrates a love of music and musical understanding from a young age. Encourages independence.	☐R ☐A ☐G *Next:*
5. Develop the use of music technology	-Work closely with partner schools (particularly secondary schools) to develop the use of music technology in school. -Carry out research to establish the purpose and benefits of using music technology in our curriculum. -Work alongside the Computing Lead and Data Cable to establish a budget.	Lesley Senior July 2027	Children who are confident using technology in music. A curriculum where music technology is seamlessly woven through, rather than a series of stand-alone lessons. Pupils who can create, record, edit, perform and evaluate using digital tools.	-pupil voice -staff surveys -lesson observations -video/photographic evidence	Enhances musical understanding. Increases engagement and motivation when learning about music. Immediate playback so that pupils can access compositions straight away.	☐R ☐A ☐G *Next:*

	-Look at opportunities to weave music technology into our pre-existing curriculum. -Look at ways in which music technology can support the wider curriculum. -Peer coaching programme and model lessons.					
6. Begin the Artsmark process.	-Write a letter of application to begin the Artsmark process. -Evaluate our starting point and plan our direction as a school. -Examine good practice in local schools that have been awarded the Platinum Award. -work closely with partner schools.	Lesley Senior Debbie Markey December 2026	Meaningful links between the arts in school. Placing arts and culture at the heart of the curriculum. Demonstrates that creativity is valued in school. Supports inclusivity and diversity.	-staff surveys -pupil voice -feedback from Arts Council England -feedback from partner schools -outcomes from art-themed lessons	Pupils who can speak confidently and passionately about the arts. Celebrates all abilities across all age ranges. Improves pupil outcomes. Greater engagement for pupils with SEND and EAL. Provides extra-curricular and curriculum enrichment opportunities.	☐R ☐A ☐G *Next:*

SUCCESS CRITERIA — BY JULY 2027	TERMLY REVIEW — SO WHAT HAS CHANGED FOR CHILDREN?
✓	**AUTUMN 1** *What changed? Evidence? What needs refining next?* **AUTUMN 2** *What changed? Evidence? What needs refining next?* **SPRING** *What changed? Evidence? What needs refining next?* **SUMMER** *What changed? Evidence? What needs refining next?*