



Deansfield Primary School

Subject Action Plan 2025-2026

For teaching and learning in **Music** to be meaningful within a knowledge rich curriculum

Overall Aims

- **Focus Area 1 and 3 - Adaptive Teaching and Hemisphere:** To continue to adapt curriculum planning to meet the needs of all children so that all make progress. Teachers to check planning slides to ensure that there is a representation of different groups and that stereotypes are not being used – Curriculum Focus ([SDP Page 3 and 9](#))
- **Focus Area 1 and 2 – Adaptive and Precision Teaching:** Mini quizzes and opportunities for recall to be used for foundation subjects - Focus on Flashback facts and creation of mini quizzes ([SDP Page 3 and 7](#))
- **Focus Area 1 - Adaptive Teaching:** To continue to adapt curriculum planning to meet the needs of all children so that all make progress – **Music ECA Programme Focus** ([SDP Page 3](#))
- **Focus Area 1 - Adaptive Teaching:** To continue to adapt curriculum planning to meet the needs of all children so that all make progress – **Instrumental Programme Focus** ([SDP Page 3](#))
- **Focus Area 1 - Adaptive Teaching:** To continue to adapt curriculum planning to meet the needs of all children so that all make progress – **Music Event Programme Focus** ([SDP Page 3](#))

Strategic Aim	Key tasks	Accountabilities and timescales						Desired impact
		1	2	3	4	5	6	
Focus Area 1 and 3 - Adaptive Teaching and Hemisphere: To continue to adapt curriculum planning to meet the needs of all children so that all make progress. Teachers to check	a. To review current music curriculum: Deansfield Music Curriculum vs. Compass Music Curriculum	DD						A secure understanding of how the Deansfield curriculum aligns with the Compass Curriculum as well as NC, MMC, EYFS, Development Matters and Music Matters, enabling

<p>planning slides to ensure that there is a representation of different groups and that stereotypes are not being used – Curriculum Focus (SDP Page 3 and 9)</p>	<p>b. To obtain curriculum overview of themes for whole school</p>	DD						<p>well-informed decisions for future development.</p> <p>A clear overview of whole-school themes, allowing meaningful, purposeful cross-curricular links to be planned into each year group’s music provision.</p>
	<p>c. Revise the Deansfield Music Curriculum, based on the Compass Music Curriculum with clear links to NC and EYFS Framework (statutory) as well as Model Music Curriculum (MMC), Development Matters and Music Matters</p>	DD	DD					<p>Deansfield has a robust, broad, and balanced music curriculum that is fully aligned with statutory and non-statutory guidance, providing a coherent, knowledge and musicianship-rich musical learning journey for all pupils.</p>
	<p>d. To create an updated Deansfield Music Curriculum Overview including:</p> <ul style="list-style-type: none"> - DEI considerations across each year group (representation) in unit content and key works - Progression of Instrumental Units - Progression of musicianship concepts - Purposeful cross-curricular units 	DD	DD	DD				<p>Deansfield has a clear, progressive Music Curriculum Overview that reflects diversity and representation, ensuring continuity in instrumental and musicianship development, and embeds purposeful cross-curricular links across all year groups.</p>
	<p>e. Update master unit plans for all year</p>	DD	DD	DD				<p>All year group unit plans are fully aligned with the</p>

	groups based on revised Deansfield Music Curriculum							revised Deansfield Music Curriculum, ensuring clarity, consistency, and progression across the school.
	f. Employ effective assessment strategies based on musicianship and curriculum unit content	DD	DD	DD	DD	DD	DD	Consistent, meaningful assessment practices that track pupils' musical understanding and progress in line with musicianship skills and curriculum content.
Focus Area 1 and 2 – Adaptive and Precision Teaching: Mini quizzes and opportunities for recall to be used for foundation subjects - Focus on FAB 5 and creation of mini quizzes (SDP Page 3 and 7)	a. Create FAB 5 and mini quizzes for curriculum unit content within lessons for Years 1 - 6	DD	DD	DD	DD	DD	DD	Engaging 'Fab 5' key knowledge sheets and mini-quizzes are embedded across Years 1–6, strengthening recall and deepening understanding of curriculum content.
	b. Create a composer of the month schedule with a FAB 5 for KS1 and KS2 being aware of DEI and representation			DD	DD			A DEI-aware Composer of the Month schedule with FAB 5 resources that gives every child regular encounters with inspiring, diverse composers – helping them explore different musical heritages, challenge stereotypes, and develop confident, curious listening habits.
	c. Create a display for Composer of the Month in the Assembly Halls and Music Classroom			DD	DD			A striking Composer of the Month display in the Assembly Hall and Music Classroom that highlights diverse musical heritages, affirms under-represented voices, and helps all

								children feel seen in the curriculum.
	d. Provide teachers with a bank of repertoire for each composer of the month including the FAB 5 for each KS			DD	DD	DD	DD	A comprehensive, accessible bank of repertoire and FAB 5 resources for each Composer of the Month, enabling teachers to deliver consistent, high-quality listening experiences and deepen children's understanding of each composer across KS1 and KS2.
Focus Area 1 - Adaptive Teaching: To continue to adapt curriculum planning to meet the needs of all children so that all make progress – Music ECA Programme Focus (SDP Page 3)	a. Review existing Music ECAs compared to non-music ECAs	DD						A clear picture of the balance between music and non-music ECAs, ensuring equitable opportunities for pupils and informing future club provision.
	b. Create and lead additional ECA options accommodating different age ranges (KS1 – UKS2) and breath of opportunity	DD	DD	DD	DD	DD	DD	A wider range of music ECAs across KS1–UKS2, giving more pupils the chance to participate, discover new interests, and develop their musical skills beyond the classroom.
	c. Consider alternative ECA leaders to enhance music ECA provision (potentially external and paid)		DD to source ECA leaders and providers for Spring Term		DD to source ECA leaders and providers for			A strengthened music ECA offer through the use of additional leaders – including external specialists where appropriate – widening opportunities and enriching pupils' musical experiences.

					Summer Term			
Focus Area 1 - Adaptive Teaching: To continue to adapt curriculum planning to meet the needs of all children so that all make progress – Instrumental Programme Focus (SDP Page 3)	a. Create Instrumental Teaching Schedule including all peri team members	DD						A complete, well-coordinated instrumental teaching schedule that includes all peripatetic staff, ensuring smooth timetabling, minimal curriculum disruption, and clear communication with teachers and parents.
	b. Establish room booking system and ensure that rooms are booked accordingly for instrumental lessons	DD						A clear, reliable room-booking system that guarantees appropriate spaces are reserved for all instrumental lessons, minimising clashes and maximising lesson quality.
	c. Possible to source pianos (electric or acoustic) for spaces that include instrumental teaching?	DD						Appropriate pianos (electric or acoustic) sourced and placed in all instrumental teaching spaces, ensuring every child receives the same high-quality accompaniment and learning experience, regardless of where their lesson takes place.
	d. Contact all peri team to introduce myself	DD						Positive, professional relationships established with all peripatetic staff, ensuring clear communication, shared expectations, and a collaborative approach to instrumental teaching.

	e. Check comms that have been sent to parents re. Instrumental programme: logistical information, schedule and tuition fees	DD						A full understanding of all parent communications about the instrumental programme, ensuring accuracy, consistency, and that no key information (logistics, schedule, fees) has been missed
	f. Carry out a parental questionnaire about instrumental programme at Deansfield and complete data analysis of responses to inform further development within the instrumental programme		DD Create and send out questionnaire	DD Complete data Analysis	DD Use outcomes to enhance the instrumental programme for summer term			Parental feedback gathered and analysed to identify strengths and areas for improvement, directly shaping the future development of the instrumental programme.
	g. Complete instrumental questionnaire with children in Years R – 6 including aspirations for instruments not currently offered at Deansfield to check what instruments and to what standard children are able to play (to inform ECA programme and event schedule)	DD: Y1-Y6		DD: Reception				Pupil voice gathered across Years R–6 to map current instrumental skills and future interests, using the findings to shape ECA provision and plan inclusive performance opportunities.
	h. Ensure that all peripatetic staff are clear about	DD	DD					All peripatetic staff have a shared understanding of

	<p>expectations and contractual obligations, specifically:</p> <ul style="list-style-type: none"> - Weekly feedback and practice guidance - Report schedule 							<p>expectations and contractual obligations – including weekly feedback, practice guidance, and reporting timelines – ensuring consistency and high-quality communication with pupils and parents.</p>
<p>Focus Area 1 - Adaptive Teaching: To continue to adapt curriculum planning to meet the needs of all children so that all make progress – Music ECA Event Programme Focus (SDP Page 3)</p>	<p>a. Review existing music event calendar for the academic year</p>	DD						<p>A streamlined, well-balanced music event calendar that aligns with the school year, avoids clashes, and provides a broad range of performance opportunities for pupils.</p>
	<p>b. Create a new music event schedule including:</p> <ul style="list-style-type: none"> - Whole school and/or KS events (Christmas) - Ensembles/ECA Concerts - Recitals and chamber groups - National Awareness Days (e. g. Sing Up Day) - External concerts and competitions (e. g. Annual Eisteddfod) 	DD						<p>A dynamic, inclusive music event schedule that offers regular, varied performance opportunities and celebrates pupils’ musical progress across the year.</p>

	c. Create Deansfield Event Schedule including adult support (staff and parents)	DD	DD						A clear Deansfield music event schedule with identified staff and parent support, ensuring smooth delivery and shared ownership of events.
	d. Facilitate and lead events throughout the year		DD	DD	DD	DD	DD	DD	Well-organised, high-impact music events delivered throughout the year, giving pupils memorable opportunities to perform and celebrate their progress.