



Lampard Community School



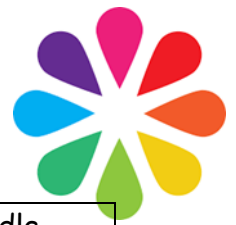
## MUSIC DEVELOPMENT PLAN 25-28

School: Lampard Community School  
Trust/local authority: Special Partnership Trust/Devon  
Local music hub: Devon and Torbay  
Music lead: T Heath  
Headteacher: J Harvey

Date written: October 2025

Review date: October 2028

	Music Development Plan
<b>1 - Overall objective</b>	<p>At Lampard Community School our goal is to instil a lifelong love of music in our students by creating a vibrant musical environment. We offer a variety of high-quality musical experiences designed to engage and inspire students. Our music curriculum emphasises creativity, curiosity, and excitement, supporting children build self-confidence, self-esteem, and collaborative skills. We aim to develop a comprehensive curriculum centred around musical sound, with a clear, progressive pathway for each child. Through music, we support children's mental health and provide a platform for emotional expression. Students will have opportunities to perform, listen critically, sing, improvise, compose, and understand musical elements as fundamental components of music. Lampard Community School aims to improve its musical offer by introducing guest musicians, and integrating the use of technology throughout music lessons</p>
<b>2 - Key components</b>	<p>The music provision engages all our students. Students from KS1 to KS4 ages. We meet the needs of our students through quality first teaching for all, our staff have received internal and external training CPD to allow non music specialists to not only deliver fantastic quality lessons for all but to identify simple steps of progression and adapt the lessons to meet our students through targeted and additional interventions within the lessons. We have arranged for visiting music teachers to provide guitar lessons, piano lessons and ukulele lessons to students who have signed up with the VMTs. Our choir has grown and performed at Exeter Cathedral, the Big Sheep and the Devon County Fair.</p>



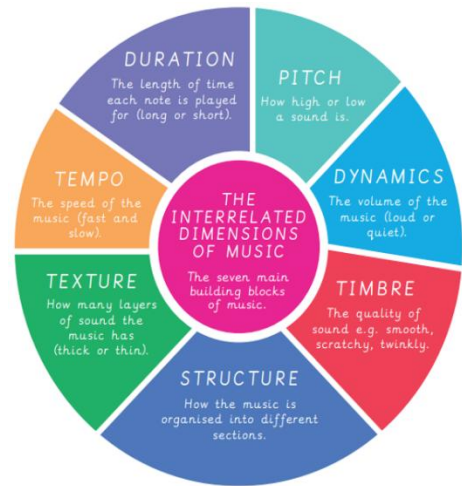
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<p><b>3 - Classroom instrumental teaching</b></p>	<p>Lower school have a weekly timetabled 35-minute lessons, Middle School students have a timetabled a 40-minute lesson every other half term. In Upper School (KS4) students choose Options subjects and Music is available each year as a subject to choose, following the WJEC Entry Level syllabus. In addition to specific music lessons, teachers across the phases use music as a tool for teaching and learning for example supporting SALT and speech sounds in phonics through songs, as well as a regulating tool during sensory story time, sensory regulating time, circle time or reward time. Students regularly have the option to learn a new class instrument. The Devon and Torbay music hub loan Lampard Community School a whole class ensemble (WCET) set of instruments which develops our students' knowledge of musical theory as well as the importance of playing together as a group. The music equipment we have in our music store includes Percussion: djembes, drum kit, electric drum kit, boomwhackers, samba percussion set, piano; Strings: guitars, bass guitar, ukulele, violins; Brass: trumpet, cornet; Woodwind: flute, recorders, tin whistles and clarinet and electric instruments: keyboards, Garageband, Yu Studio, Loopseque. Throughout students' time at school they will get the opportunity to use a range of instruments and develop an understanding of the instrument history.</p> <p>Staff have regular CPD sessions lead by music lead in school or external professionals, these sessions are timetabled in our yearly CPD cycle. All staff will get to experience the WCET instruments before commencing the weekly lessons.</p>
<p><b>4 - Implementation of key components</b></p>	<p>To support the school's phase intents the Lower School music curriculum aims to lay the foundations for musical understanding through exploration, active listening, and performance, nurturing enjoyment and curiosity in music. Middle school builds and consolidates core musical skills and knowledge, applying them with increasing independence through composition, performance, and informed listening. In Upper school, the music intent is</p>



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	<p>to demonstrate refined musical skills and understanding in practical and theoretical contexts, preparing students for further study, performance, or engagement with music beyond Lampard. At Lampard Community School we recognise the vital role language development plays in helping our children become confident communicators. In music, much of our vocabulary is centred on the Interrelated Dimensions of Music and their practical application as well as the skills that are built on as students move through phases and years.</p> <p>See appendix 1 for Music Long Term overview</p> <p>Throughout the school, we aim to remove barriers to learning to support our learners, and music is no different. In music lessons, adults encourage engagement through open ended activities, differentiated lessons and adapted learning objectives to meet students' musical abilities and ensure resources are suitably scaffolded and offer students the appropriate level of challenge.</p> <p>In assemblies, students have the opportunity to sing or showcase their talents in a musical performance as well as listen to others giving students the skills to perform songs using part-singing techniques, to sing or play with consideration for the audience, to sing with sensitivity to fellow performers and adapt vocal style to suit the genre of the song</p>
<p><b>5 - Communication activities</b></p>	<p>Our website is regularly updated to celebrate musical performances at LCS. Half term curriculum overviews are sent home to parents which detail the music learning that will take place. We celebrate regular choir events of social media</p>





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<p><b>6 - Evaluation process for the success of the Music Development Plan</b></p>	<p>In assessing the success of the Music Development Plan, we regularly record students' performances at the end of term or sometimes at half term and assess students' progress against a skills list (See appendix 2). We are developing our assessment practice in Music. Ongoing assessment for learning takes place throughout class and group sessions. This includes regularly sharing and referencing the learning objective, as well as using a variety of strategies to assess pupils' understanding during lessons. Evidence is captured through Evidence for Learning at the end of the year to assess musical skills and development relating to the National Curriculum. This helps us to evaluate student progress and the effectiveness of the plan in enhancing the impact of music lessons for our learners. Our students will have the opportunity to perform to SLT, for others in the local community and for peers at school.</p>
<p><b>7 - Transition work with local secondary schools</b></p>	<p>Music is a tool that we use to help assist with transition visits and a way of exploring interests of our students starting at LCS. At the end of the student's time at LCS in year 11, we can help students to find a course post 16 and music has been a popular interest after leaving</p>
<p><b>8 - Budget materials and staffing</b></p>	<p>The school is in receipt of the music education grant which is used to supplement the school budget for Instruments and Resources: Set aside funds for purchasing instruments, sheet music, audio equipment, and other necessary resources. There is also a subject budget allocated each financial year to further enhance provision and resources.</p>
<p><b>9 - Pupil Premium and SEND provision</b></p>	<p>Our entire curriculum is written to support students with SEND and we ensure all pupils at LCS access a holistic music curriculum. We top up our pupil premium funding to ensure there is fair access to non-core subjects, including music provision, for all students.</p>
<p><b>10 - Summary Action Plan</b></p>	<ul style="list-style-type: none"> <li>• Establishing a school orchestra/ band</li> <li>• Further musical engagement with local schools in the community</li> <li>• Welcoming a greater number of professional performers into the school to showcase their talents to students</li> <li>• Increasing the schools' presence and attendance at live music events</li> <li>• Expanding the use of Music technology to additional year groups, encouraging music creation and composition while maintaining a focus on traditional instruments</li> </ul>



Appendix 1

(Y1, cycle 2)		Aut I	Aut II	Spring I Spring II	Summer I	Summer II
2023-2024	LS	Transport	Why we remember	Ancient Egypt	Woodland	Pets
		Collaboration/advert jingles	Developing characters/Remembrance and Christmas	Jospeh and the Amazing Technicolor Dream Coat	Friendship Song	Create: Create with YuStudio – Underwater
	MS	Chocolate	Wild Weather	Who Were The Romans?	Brilliant Britain	Rainforests
		Building Bricks Exploring the Elements of Music, Descriptive and Programme Music and Graphic Notation and Graphic Scores.	Keyboard Skills Exploring Effective Keyboard Performance Technique, Treble Clef Staff Notation, Sharps and Flats and Melody and Chords	Folk Music Exploring the Folk Tradition and Harmony and Accompaniments: Pedal, Drone, Ostinato and Chord Patterns.	Offbeat Exploring Reggae, Syncopation, Texture, Chords, Reggae Song Lyrics and creating a Reggae Arrangement.	All About the Bass Exploring Bass Clef Reading and Notation, Bass Clef Instruments and Bass Line Patterns: Riffs, Walking Bass, Pedals etc.
	US (KS4 Option) Year 2	WJEC Entry Level Pathways Accreditation <b>Unit 6341: Ensemble Music Performance</b> Unit Aim: This unit aims to equip the learner with the skills required to perform a variety of pieces as part of an ensemble.		WJEC Entry Level Pathways Accreditation <b>Unit 6343: Appraising Music</b> Unit Aim: This unit aims to equip the learner with the knowledge required to be able to make distinctions within the musical elements and to identify a range of styles and/or traditions.		Being in Band- AQA units
(Y2, cycle 2)						
2024-2025		Aut I	Aut II	Spring I Spring II	Summer I	Summer II
	LS	Seasons and Weather	Festivals	Where we live	Victorians	Beatrix Potter



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20 24- 20 25		O & M – units 1-6  Let your spirit fly	O & M -units 7-12  Glockenspiel stage 1	O & M – Units 13-18  Three little birds	O & M –Units 18- 24  The Dragon Song	Create:  Music to dance to
	MS	Superheroes!	Earthquakes & Volcanoes	WWII	Seven Wonders of the world	Rivers
		Building Bricks Exploring the Elements of Music, Descriptive and Programme Music and Graphic Notation and Graphic Scores.	I've Got Rhythm Exploring Pulse, Beat, Rhythm, Ostinato, Cyclic and Polyrhythms, Note Durations and Rhythm Grid Notation.	Sonority City Exploring Instruments of the Orchestra, the Conductor, Beating Time and Performing as an Ensemble.	Variations Exploring Ways to Develop Musical Ideas through Changing and Adding to a Theme and Ground Bass Variations.	Saharan Sounds Exploring African Drumming, Polyrhythms, Syncopation, Call and Response, Cyclic Rhythms and Rhythm Grid Notation.
	US (KS4 Option) – Year 1	WJEC Entry Level Pathways Accreditation <b>Unit 6340: Solo Music Performance</b> Unit Aim: This unit aims to equip the learner with the skills required to perform a variety of solo pieces.		<i>WJEC Entry Level Pathways Accreditation</i> <b>Unit 6342: Composing Music</b> <b>Unit Aim:</b> This unit aims to equip the learner with the skills required to compose a variety of pieces in different styles.	<b>Community Performance</b> (AQA Unit Awards)	
(Y3, cycle 2)						
20 25- 20 26		Aut I	Aut II	Spring I Spring II	Summer I	Summer II
	LS	We are Britain	Earth & Space	Farms  Reduce/reuse/recycle	Castles	Fun at the Seaside
		Hey You!	Rhythm in the way we walk /Banana Rap	In The Groove / Round and Round	Your Imagination	Improvise and groove
	MS	Explorers	The Prehistoric World	The Tudors	Under the sea	Conservation



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		Building Bricks Exploring the Elements of Music, Descriptive and Programme Music and Graphic Notation and Graphic Scores.	Form and Structure Exploring Musical Structures: Question and Answer Phrases, Binary Form, Ternary Form and Rondo Form.	Hooks and Riffs Exploring Repeated Musical Patterns: Hooks and Riffs through Western Classical and Popular Music	All That Jazz Exploring Chord and Chord Patterns, Improvisation, the 12-Bar Blues, the Blues Scale, Swing and Big Band Jazz.	Dance Music Exploring Rhythms, Metre and Chords in Dance Music from Different Times and Places.
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### Appendix 2 Musical Elements Skills List

Duration (Rhythm)	Pitch	Dynamics	Timbre	Structure	Texture	Tempo
Clap or play simple steady beats. Recognise and perform long and short sounds. Maintain a steady pulse in group activities. Read and perform simple rhythmic patterns using symbols or standard notation Compose simple rhythmic patterns using body percussion or instruments. Understand and apply rhythmic values in more complex patterns	Match pitch using voice (singing in tune). Recognise high and low sounds. Sing simple melodic patterns Understand upward and downward movement in pitch. Play and identify simple melodic patterns on tuned instruments. Use standard and graphic notation to represent pitch. Compose simple melodies using a limited range (e.g. pentatonic scale).	Identify and respond to loud and quiet sounds. Use appropriate volume when singing or playing instruments. Understand and perform dynamic changes Use dynamics to add expression to compositions and performances. Begin using dynamic symbols in notation and interpretation.	Explore a variety of sound sources (voice, body, classroom instruments, found objects). Identify and describe different instrumental and vocal timbres. Choose appropriate instruments or sounds to represent moods, characters, or images. Explore combining timbres to create contrasting soundscapes. Begin to classify instruments (e.g. strings, percussion, tuned/untuned).	Recognise repetition and contrast in music (e.g. verse/chorus, AB form). Perform pieces with simple structures (e.g. call and response, binary, ternary). Sequence musical ideas in compositions with a beginning, middle, and end. Compose pieces using repeated patterns (ostinato) and simple forms. Identify and describe larger forms	Recognise solo vs group sounds Perform in unison with others. Layer sounds to create thicker textures (e.g. drone + melody). Explore and describe the effect of different textures in music. Begin to perform and compose using multiple layers or parts.	Respond to and describe music as fast or slow. Maintain consistent tempo while performing. Use changes in tempo for expressive purposes. Identify and respond to tempo markings Control tempo in performance and composition.