

Key Priority	Focus		Monitoring / Evidence		
	To ensure that all children including SEND, can access a range of instruments throughout EYFS,KS1 and KS2 at both settings. To ensure effective assessment following the correct assessment tools. To develop knowledge of music theory, so transition to secondary music curriculum can be fluid. To develop links with feeder secondary school and primary cluster music leads.		Performances from the children Pupil voice Work scrutiny Governor link Regula assessment		
Intent (What we want to achieve)	Implementation (Steps to achieve intent)	Impact (what we will see)	Term 1 RAG	Term 2 RAG	Term 3 RAG
To ensure that all the children within the setting including SEND, can access a range of instruments throughout EYFS, KS1 and KS2	Each class will access two instruments on a two-year rolling scheme. Class 1 – Chimes and Wack a tube Class 2 – Recorder and glockenspiel Class 3 – Ukulele and flutes Alongside all our class instrument learning, we will cement our learning through vocal arrangements. This will all be showcased in the lessons, assemblies, end of year concerts and Young Voices.	As the children move through the school setting, musical knowledge will become evident, in their confidence and performance skills. The children will become aware of chordal and melodic differences. Children will be confident to use the instruments effectively and know how to look after them at home.	Evaluation of instruments across both settings to ensure all children have the opportunity learn and instrument. Christmas concert at the local church.	Preparing for Young Voices concert	
To ensure that effective assessment is undertaken, and evidence for music is annotated by the children alongside	Assessment will be through a three tier termly assessment document, that focuses on developing a sense of pitch, vocal awareness, composing and improvising, responding to symbols, instrument learning including tunes and untuned percussion, recognising musical features, reading from conventional and graphic score. The music lead will ensure that this is being consistently monitored.	All children are being assessed. All staff are aware of the assessment tools to support high quality teaching. Overlap of sessions can be done to recap any learning needed. Annotation from children to be scrutinised throughout the year to check for strengths or weaknesses.	Assessment has taken place and is stored electronically in federation drive, along with evidence folders for each setting.		

photographic and video evidence	Evidence will also be kept on the federation curriculum folder containing any compositional work, graphic or conventional score and photographic/video evidence.				
To increase the use of musical vocabulary and develop the use of music theory within the lesson.	The basic musical concepts will be taught from EYFS upwards. Use of different music notation and graphic score for different classes Displays created for the classroom, using the correct terminology and vocabulary including notation and chord diagrams. Children are encouraged to use these withing their learning to help children to explore how to write music on the stave in age-appropriate ways, including rhythm and pitch.	The music lead will consistently refer to musical vocabulary throughout the lessons. Children will be encouraged t use the correct terminology. Music vocabulary will be displayed within each classroom.	Posters and displays in each setting.		
To develop relationships with the feeder secondary school and primary cluster	Links with the secondary music leads within the local cluster to promote the love of music. Trips to the feeder secondary school for musical events. Secondary music groups to come to primary settings to perform in assemblies. Collaboration with other music leads to ensure a matching, progressive curriculum, that ca lead fluidly into the secondary setting. Music lead in the setting is in the progress of becoming a music lead school for the cluster.	Training has taken place under the Derbyshire music hub to create more communication between primary and secondary settings. This is to be explored more independently. An email group has been set up to communicate more efficiently between all music leads in the cluster. Music lead at the Peak Federation is waiting for communication from Derbyshire Music Hub in February relating to becoming a music lead school.	Training taken place with local cluster	Waiting for communication form Derbyshire Music Hub	