Subject Leader Action Plan for: Music Name of subject lead: Lisa Foster

Key Priorities 2026-27

Priority and link to SDP	**Who**	**When**	**Costs**	**Monitoring**	**Expected Outcomes**	**RAG to end of year outcome** AUT SPR SUM
To create and embed an oracy framework. To provide an array of musical instruments during lessons for children to explore. Introduce new instrument names, instrument group and parts of the instrument. Develop children's understanding of the orchestra and the vocabulary associated with this.	LF	Throughout the year		Lisa Foster	Children confidently use subject-specific music vocabulary during lessons. Children will articulate their musical ideas, opinions and preferences using structured sentence stems. Opportunities for discussion, performance and evaluation are embedded within music lessons. Children have regular opportunities to handle, explore and experiment with a range of musical instruments. Children will demonstrate increased confidence when playing and selecting instruments. Engagement and participation in music lessons	

					increase through practical, hands-on experiences. Children begin to recognise the different sounds, purposes and playing techniques of a variety of instruments. Children can accurately name a range of instruments appropriate to their year group. Children will be able to identify and describe the main instrument families (strings, woodwind, brass and percussion). Children will be able to identify the main sections of an orchestra and where they are positioned. Children will use orchestral vocabulary accurately, including terms such as conductor, ensemble, score, section and performance. Children will make connections between instruments, instrument families and their role within an orchestra.	

					Increased knowledge is evident through discussion, assessment activities and performance opportunities.			
To provide a Music Therapy provision for key groups of children. To recieve training on running a music therapy group. To deliver sessions and record the impact.				Lisa Foster Jenni Colebrook	Identified children access a structured music therapy programme matched to their individual needs. Children demonstrate improved emotional regulation, communication skills, and social interaction during and beyond sessions. Increased engagement in learning and school activities for participating children. Targeted children report increased confidence, self-esteem, and wellbeing. Class teachers will report a reduction in anxiety-related behaviours and dysregulation incidents among participating children LF to complete appropriate training in delivering music therapy interventions. LF will have increased confidence and competence			

					in planning and facilitating music therapy sessions. A sustainable music therapy model is established within the school, reducing reliance on external providers. Regular music therapy sessions are delivered consistently throughout the academic year. Baseline and completion assessments demonstrate measurable progress against identified wellbeing, communication, or social targets. Pupil voice evidences positive experiences and increased enjoyment of school. Staff and parent feedback indicates improvements in children's emotional wellbeing and engagement.			
To enhance our delivery of the curriculum through the use of lessons that promote higher order thinking and reasoning skills.	LF	Throughout the year		Lisa Foster Jenni Colebrook	Children demonstrate increased confidence in discussing, analysing and evaluating music. Children will be able to explain their musical choices using			

Provide additional enrichment through music club. Children will investigate different instruments; finding a rhythm and pulse, as well as creating melodies. Children will be invited to perform their music to pupils and adults during assemblies.					appropriate musical vocabulary. Children will make comparisons between different pieces of music, justifying their opinions and preferences. There will be opportunities for reasoning and problem-solving are embedded within music lessons, leading to deeper understanding and engagement. Children will ask thoughtful questions, reflect on their learning and make links between prior and new knowledge. Children will develop confidence in exploring and playing a variety of instruments. Children will be able to identify and maintain a steady pulse and create simple rhythmic patterns. Children will be able to compose and perform simple melodies, demonstrating			

					creativity and musical understanding. There will be an increase of musical knowledge and skills evidenced through participation, performance and self-expression. Children develop resilience and self-esteem through participation in public performances. Children demonstrate pride in their musical achievements and celebrate the achievements of others. There will be Increased opportunities for performance to enhance children's musical skills, including timing, presentation and stage presence. The wider school community gains a greater appreciation of children's musical learning and accomplishments.			

Budget

Item	Cost	Reason