

Subject Leadership Action Plan



Leader Rachel McKeown Action plan for Music for 2025 -2026.

We are always improving our school and in 2025-26 as leader of Music we will be working on these key areas for improvement.

Objectives	Tasks <i>(What you need to do to achieve your objectives)</i>	Success criteria <i>(How you can identify your success. What evidence will you need?)</i>	Time frame <i>(By when you need to achieve your task)</i>	Resources <i>(What resources you need for each task)</i>	Impact <i>(What was the final outcome? Link to success criteria)</i>
Ensure musical vocabulary - particularly those relating to the interrelated dimensions of music - are being reviewed and embedded.	Create a bank of musical vocabulary cards (possibly with widget symbols or other corresponding picture)	Children are able to use vocabulary correctly. Children are able to explain terminology accurately.	Aut 2 - cards to be created and distributed to classes. Teachers to display on cupboard.	Vocab cards	
Increase children's exposure to musical notation and use correct names when discussing (i.e. crochet, minum)	Staff delivering music lessons to ensure they are aware of and use correct terminology. Show children slides with musical notation so they can be exposed to the concept - don't assume it will be too hard for the children.	During further pupil voice interviews, we will ask children again if they have seen musical notation in their lessons. Are they aware of any of the names of the notes or how they are used?	This should be ongoing the whole school year.	Sing Up planning/slides	
Where possible, link current learning with previous learning either from previous year/key stage. Explain how this builds onto previous musical learning.	Staff to access Skills Progression document for the Sing Up music curriculum. Ask, "Do you remember when you learned XX in	Pupil interviews. Catch ups with staff that teach music.	This should be ongoing the whole school year.	Sing Up planning/slides	

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	Year 2?" Or "You looked at ostinatos in Year 3. Now we are going to carry on in Year 4 by XX".				
Give children time to reflect - what went well or not so well? What can I do differently moving forward to improve?	Check Sing Up planning - does this already exist in lesson slides? Speak with staff delivering music lessons - do they regularly include this in lessons?	Pupil interviews. Catch ups with staff that teach music.	This should be ongoing the whole school year.	Sing Up planning/slides	
Work towards improving the 'music is hard' mindset.	Music lesson drop ins Monitor planning	Staff will encourage pupils to have a growth mindset (e.g. I can't do this yet...) Encourage pupils to persevere and celebrate each small step of success. Catch up with staff that teach music - confirm that this is happening.	This should be ongoing the whole school year.		

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Resource audit - do staff know where instruments and other resources are?	Complete a resource audit. Communicate with staff members what resources are available and where they can be found.	Emails. Discussions with staff that teach music.	Audit completed 25.3.25 Share information asap.	More tuned instruments. Drum sticks. Instruments for Samba instruction.	
Monitoring of music for evidence	Digital evidence folders Floor books or scrap books?	Folder for each year group/class in Subject Leader folder. Discuss expectations with staff that teach music.	With immediate effect (after speaking with relevant staff members)	Class iPad	