



# Music development Plan

First Audited – February 2024

## **Music Self-Evaluation Tool**

As part of the refreshed National Plan for Music Education (2022), every school has been asked to ensure that it has a subject-specific Music Development Plan, setting out how the school will deliver high-quality music provision for all pupils.

As noted in the NPME, the role of a school music lead is not like other subject leads: a music lead is responsible for the wider culture of music in the school alongside the taught curriculum offer.

The goals of the NPME are:

1. All children and young people receive a high-quality music education in the early years and in schools
2. All music educators work in partnership, with children and young people's needs and interests at their heart
3. All children and young people with musical interests and talents have the opportunity to progress, including professionally

(National Plan for Music Education, 2022 – DfE)

Schools are at the heart of this National Plan. They are encouraged to aim high with their provision, through the three interlinked areas of: curriculum music, instrumental lessons and ensembles and musical events and opportunities. Schools will also need to consider their structures around music, including staffing and leadership, and how they work in partnership with others.

## The Self-Evaluation Tool

The tool is split into the following sub-headings:

**In the classroom:** This section focuses on the statutory requirements of music education, including the taught curriculum and curriculum progression routes across the key stages. It also includes consideration of the space and resources necessary to teach music effectively.

**Beyond the classroom:** The focus of this section is the provision beyond curriculum music, including co-curricular activities, individual and small group teaching, and performance opportunities.

**Leadership and management:** The staffing and training of staff is included in this section, including subject leadership and strategic thinking. The School Music Development Plan is a key part of this section.

**The community and partnerships:** This section considers the role that music plays in the wider community, including how a music department can work in partnership with their Music hub and other stakeholders, including the wider music education sector.

The self-evaluation tool includes the following four levels that outline how schools could build their provision over time:

**Focusing:** The school is beginning to focus on this sub-heading area. Action is taken to achieve this by the school, but it is either minimal, not successful, or in its early stages.

**Developing:** The school is actively trying to develop this sub-heading area. Several different actions are being taken over a sustained period of time, which are beginning to show progress, even if in their early

stages. The actions taken are more developed than in focusing.

**Establishing:** Over time, the school has established provision that shows successful implementation of this sub-heading area within the school's music education offer.

**Enhancing:** Over time, the school has created nationally significant provision that is able to have impact at scale. Schools that identify themselves in this category could be considered for the 'Lead School' role with their Music Hub. The evaluation process places the improvement and enhancement of the school's music education provision at the heart of the school life. New and innovative ways to meet this sub-heading area are in place, or are being developed in the school.

## In the Classroom

<u>Focusing</u>	<u>Developing</u>	<u>Secure (in place/additional to developing)</u>	<u>Enhancing (in addition to secure)</u>
<p>Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching.</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum from EYFS to Year 6.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with SEND are able to participate and engage with music-making</p> <p>There is adequate space and resources for teaching, including class sets of tuned and untuned instruments</p>	<p>The music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum. Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with SEND are able to participate and progress well (supported by technology, tools and adapted instruments)</p> <p>Space and resources allow breadth of curriculum for all students, including music technology</p>	<p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e., concerts, live events)</p>
<b>Evidence:</b>			
<ul style="list-style-type: none"> <li>- Sing Up curriculum established and is progressive.</li> <li>- Objectives on INSIGHT and link to the Model Music Curriculum (MMC) informing planning.</li> </ul>			

- Assessment – video at the end of the unit plus photos of any other resources for final piece e.g. graphic score. One good quality piece of assessment.
- All pupils take part and progress at own rate, but full expectation given – no narrowing of curriculum.
- Opportunities for performance and space adequate

Priority Area	Aim	Action	Due
Access to Live Events	Children to experience live music at least once a term.	<p>Establish links with Pendle Music Centre, Local Brass Bands and Instrumental Groups and local high schools.</p> <p>Links to come and share music with the children at school and promote interest and increase accessibility to the children at Primet.</p> <p>Live music events to be planned in and timetabled on LTP's</p>	Sum2 – to begin at latest Aut term 2024/25
Assessment of Music	Each child to be assessed each term	<p>Recap expectation of assessment procedures with staff.</p> <p>One piece of assessment per half term for each child – recorded and uploaded onto document vault.</p>	Summer term 2023/24
Increase musical opportunities of playing instruments with reference to cultural heritage	Children to have access to learn untuned instruments within a class setting.	Purchasing of Dhol Drums and Djembe drums.	Spring term 2023/24

		Instrumental teaching of untuned percussion to form part of curriculum overview from Y1 to 6.	Autumn term 2024/25
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**Beyond the Classroom**

<b><u>Focusing</u></b>	<b><u>Developing</u></b>	<b><u>Secure (in place/additional to developing)</u></b>	<b><u>Enhancing (in addition to secure)</u></b>
<p>Singing takes place infrequently and repertoire is not varied.</p> <p>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited and inconsistent.</p> <p>Musical skills and interests cannot be extended as the enrichment offer is limited and local opportunities are not signposted.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p> <p>Musical skills and interests are extended through extra-curricular activities, such as music clubs, and all pupils are given the opportunity to</p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events. Students also perform to the wider community in local/regional events (for example, Hub events and local festivals).</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</p> <p>Students are able to take leadership roles in musical opportunities</p> <p>The school is actively involved in national, largescale events</p>

	participate. Local opportunities are signposted.	<p>In-school musical events take place at least twice a term.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.</p>	
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**Evidence:**

- Tuned instruments used throughout school – glockenspiels. Recorders currently in year 3 and will be spread out to the rest of KS2.,
- Untuned instruments used throughout.
- Children within choir perform at a variety of places including Young Voices Local attractions, Pendle Music Festival, Nativity and End of year performance.
- Singing for All – assemblies, KS2 choir, Young Voices and local events and festivals, Concerts – at least 2 times a year – Nativity and End of Year performance.

Priority Area	Aim	Action	Due
Musical tuition	Whole class teaching of tuned and untuned instruments.	Recorders programme to be established from Year 3 to Year 6 and staff to have subsequent	Year 3 – Spring Term 2023/24 Rest of KS2 – Autumn term 2024/25



		<p>training to teach instrumental units.</p> <p>Djembe and Bhangra instruments to be used from KS1 and training to be established with staff. Curriculum overview developed for untuned instrumental teaching.</p> <p>Development of group opportunities to learn and develop musicianship across all year group as an enrichment activity.</p> <p>Ocarinas – KS1 Recorders – KS2 Drums – KS1 and 2 Choir - KS2</p>	<p>Staff training – Summer – 2023/24 Recorders to be purchased – Summer 2023/24</p> <p>Purchasing – Spring term Curriculum – Spring 2024/25 Staff Training- Summer 2024/25</p> <p>Choir – Currently in progress Recorders – Summer term – 2023/24 Drums – Autumn – 2025/26 Ocarina – Spring 2025/26</p>
One to One Tuition	More children to access musical tuition independent of curriculum time.	<p>Make contact with Pendle Music Centre and establish links. Share link with families within school.</p> <p>Open up opportunity to parents for peri teaching within school.</p>	<p>Make contact and have Pendle Music Centre come into school to show what is available to children and Parents. - Summer 2023/24</p>

			<p>Contact Music Service to find options available –and open to parents – Summer 2023/24</p> <p>Peri lessons to start – Autumn 2024/25</p> <p>Termly concerts to school and parents of children who have lessons – Autumn 2024/25</p>
Staff CPD	All staff be able to support with singing.	All staff to support Music lead in delivering the singing assembly.	Timetable developed and given to staff - Autu 2024/25
Music Performance	Music to be performed at all whole school events.	<p>Music for assemblies to be timetabled and shared with the children from a range of historical periods and genres.</p> <p>All whole school events to have music woven within them</p>	<p>Music used in all whole school events and assemblies Summer – 2023/24</p> <p>Timetable introduced and used from Autumn 2024/25.</p>

## Leadership and Management

<u>Focusing</u>	<u>Developing</u>	<u>Secure (in place/additional to developing)</u>	<u>Enhancing (in addition to secure)</u>
<p>A named subject lead is in post</p> <p>Training for staff delivering music has limited impact</p>	<p>A named, trained subject lead is in post.</p> <p>The subject lead is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the National Plan for Music Education.</p> <p>All staff delivering music receive annual training, addressing their CPD needs and has impact.</p>	<p>Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement</p> <p>A named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account</p> <p>All staff receive annual training to maintain their confidence and build expertise</p>	<p>There is a five-year strategic vision for music that is in line with the National Plan for Music Education</p> <p>Staff deliver training beyond their own school setting, sharing their expertise more widely (for example, through their subject association or local networks)</p>
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- Mark Ariss – Music Lead</li> <li>- Music Lead is Deputy Headteacher of school.</li> <li>- Annual CPD given to teachers and support staff who may deliver the curriculum or instrumental groups.</li> </ul>			

<u>Priority Area</u>	<u>Aim</u>	<u>Action</u>	<u>Due</u>
Strategic plan	Music Development Plan to be shared on school website and given to Governors at Standards at Curriculum Meetings for them to hold Subject Lead to account.	Music Development Plan (MDP) established and shared with Governing Body and Staff	<p>Summer 2023/24</p> <p>Summer 2023/24</p>

		<p>MDP to be reviewed termly and annually used as a subject action plan.</p> <p>MDP shared with governors at curriculum meeting with actions and targets clearly set out.</p>	Summer 2023/24
Training	Calendar of staff training events to be developed.	Please see training as detailed in previous sections – assessment and use of tuned and untuned instruments.	Autumn – 2024/25

## The Community and Partnerships

<u>Focusing</u>	<u>Developing</u>	<u>Secure (in place/additional to developing)</u>	<u>Enhancing (in addition to secure)</u>
<p>Engagement with the Music Hub is inconsistent</p> <p>Small-scale performance takes place in the community, building on existing school links</p> <p>Some parents and carers support music-making in the school by attending events</p>	<p>The school takes up opportunities from the Music Hub and signposts opportunities for students</p> <p>Community links with music are established, and regular events take place throughout the school year</p> <p>Parents and carers actively support music making, through support at events and through home learning</p>	<p>The school makes the most of a wide range of opportunities from the Music Hub, working as an active partner</p> <p>Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits</p> <p>The views of pupils and parents have been considered when developing music provision.</p>	<p>The school is a leading school in the local community and with their Music Hub</p> <p>There is a co-ordinated programme of community events, planned in partnership</p> <p>Parents/carers and the wider community are actively involved in school music making</p>
<b>Evidence:</b>			
<ul style="list-style-type: none"> <li>- Part of Pendle Music Festival Committee and Concert</li> <li>- Choir Sings within the community – Carol Singing – Asda and Alkincoates Park</li> </ul>			

<u>Priority Area</u>	<u>Aim</u>	<u>Action</u>	<u>Due</u>
Music Hub	Develop Links with Music Hub and Pendle Music Centre	Develop Links and signpost parents to these services.	Summer 2023/24 to be rolled out to parents 2024/25.
Performance within Local Community	Have a list of local events that children can perform a.	Develop groups from the enrichment activities to perform at all events within Colne.	Autumn- 2024/25 - development of list of events to participate in.

		<p>Ensure staff are trained and confident to help with the delivery of performance at local events.</p> <p>Publicise events to parents and ensure that Parents are volunteering with the help of events.</p>	
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