

Primary Music Meet Up

Revisiting Development plans and providing ongoing support for Primaries



Over 20 school visits in the last two terms!



If you would like a follow up or an initial visit please email me to arrange it.

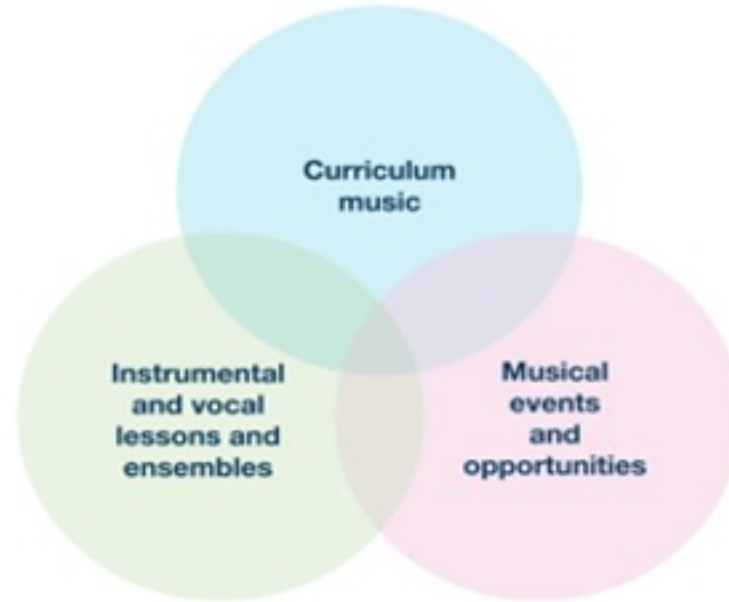


Reminder of what NPME says:

Key features of high-quality school music provision

- Timetabled curriculum music of at least one hour each week of the school year for key stages 1-3.
- Access to lessons across a range of instruments, and voice.
- A school choir and/or vocal ensemble.
- A school ensemble/band/group.
- Space for rehearsals and individual practice.
- A termly school performance.
- Opportunity to enjoy live performance at least once a year.

Reminder of what ideal music provision looks like:



Model of music education originally created by Hampshire County Council's Music Service, 2013.
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How are things looking now? Any improvements or other changes?

Think Pair Share!

- High-quality curriculum music for at least one hour a week in KS 1-3
- Co-Curricular learning
- Musical Experiences

Has completing the audit impacted in your school provision?

How well do you feel supported from SLT and/or Govs?



How to write a development plan:

The audit is a quick way to honestly reflect what's currently in place. It should only take a few minutes to complete and then will help to inform the Development Plan.

| Step 2: School Music Development Plan - YMH Audit | | | |
|--|---|---|---|
| Primary | | | |
| Leadership and partnership Audit: leadership, partnership, training, budget and resource, pupil voice | | | |
| Beginning | Developing | Secure | Enhancing |
| There is no assigned person to lead music. | There is an assigned lead of music who has responsibility for music and advocates for the subject across the school. This could be a class teacher or TA. | There is a musically trained music lead who has responsibility for music and advocates for the subject across the school. The music lead works in collaboration with the senior leadership team and music hub to drive the development of music across the school. There is a three-year strategic vision for music that is in line with the National Plan for Music Education. | There is a three-year strategic vision for music that is in line with the National Plan for Music Education. |
| Training for staff delivering music has limited impact. | The music lead attends specific CPD during the year. All staff delivering music receive annual training, addressing their CPD needs and has impact. | A named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account. All staff receive annual training to maintain their confidence and build expertise. | The music lead sources bespoke CPD for the school to enable high quality musical provision to become embedded in the school life. Staff deliver training beyond their own school setting, sharing their expertise more widely. |
| Engagement with York Music Hub is inconsistent. Small scale performance takes place in the community, building on existing school links. | The school takes up opportunities from York Music Hub and signposts opportunities for students. The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The school is exploring opportunities to work in partnership with other settings. | The school makes the most of a wide range of opportunities from York Music Hub, working as an active partner. The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their local Music Education Hub. | The school is a leading school in the local community and with York Music Hub. The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and staff. This could include Arts Mark and Music Mark accreditation. |

How to write a development plan

Should be in progress this academic year

Begin with the **Vision and Intent Statement**.
This is the best indication of what's happening and where your successes and areas of need are.
If there are other staff responsible for delivering music - ask for their honest input...

Step 1: Creating an Intent Statement or Vision for music in your school

Intent Statement

•Establish the Vision for your department

"Our vision is to enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally". - National Plan for Music Education 2022

Intent, Implementation and Impact:

You may be required to use the term 'Intent', but we also need to be clear on the 'why, what and how' of your curriculum. Being clear about your curriculum intent will help us to have a clear, coherent, well sequenced and high quality music curriculum that our students deserve. Having a vision allows your schools to work towards the same goal. This is often called an Intent Statement.

- **Intent:** *What* you want students to learn and why? What are we trying to achieve? What are the outcomes by the end of school? What? Why?
- **Implementation:** How effectively are objectives of the curriculum delivered? How do we organise learning? What? How?
- **Impact:** What is the impact? How well are we doing? Are we making a difference? How do we know? How? So what?

Think about the questions - the Purpose and provision. Consider Inclusivity, equity and SEND as well as co-curricular and enrichment activities.

Creating your department Intent / Vision:

Consider the following questions and make a note of what your intent statement or vision is for music in your school. If you lead as a team, it is beneficial to complete this process together to discuss different viewpoints as well as to ensure everyone is invested in the vision.

YMH can help you if you do not know where to start. Do consider your school's ethos and vision when completing your departmental vision.

- What is the purpose of your school Music Curriculum?
- What do you want your students to learn / achieve from your curriculum?
- Are the whole staff clear and secure about the purpose of the music curriculum?
- Why is the music curriculum the best fit to support your students?
- How do you support an inclusive curriculum? How do you support SEND?
- What do we believe is right for our children and local community?
- How does your vision contribute to the culture capital of the school?
- How does your musical provision support curriculum, co-curricular and enrichment activities?
- What does this look like?
- What learning experiences do you want for your pupils?

*‘The purpose of good music education is for **pupils to make more music**, think more musically and become more musical’.*

[Marc Hayes](#)

“The intent of our Music curriculum is to ensure that all pupils have a secure understanding of what music is by listening, singing, playing instruments, evaluating and composing across a wide variety of periods, genres and styles.”

Development plans

Choose your *Priority Area*

- Leadership and partnership
- Curriculum
- Co-Curricular
- Extra- Curricular / Enrichment
- Inclusion



Leadership and Partnership

School Music Development Plan template

This template has five priority areas to consider. You do not need to complete every section - selecting two or three objectives may be enough! Within each objective you may need to consider a few tasks. This is just one example - you may have different ideas on how to format your Plan.

| Fitzgerald Primary School Music Development Plan 2023/24 | | | | | |
|--|---|--|--|---|--------------------------------------|
| Subject: Music | | | | | |
| Priority area: Leadership and partnership | | | | | |
| Intent | Implementation | | | | Impact |
| Objective [List of team objectives] | Action / Task [What you need to do to achieve your objectives] | Success Criteria [How you can identify success] | Timescale and lead personnel [By when will you need to achieve tasks] | Resources [What resources you need for each task] | Evaluation / Impact |
| How effective is leadership and partnership? Senior Team / governors Subject lead Teaching staff Training and staff development Succession planning Budgets / resources Link with Music Education Hub Working relations with visiting staff School community PTA. | What are you going to do to bring about identified improvement | What do you want to achieve and when | Who is going to lead it and who else will be involved | What are you going to do to bring about desired improvement | What do you want to achieve and when |

- How effective is leadership and partnership?
 - Senior Team / governors
 - Subject lead
 - Teaching staff
 - Training and staff development
- Succession planning Budgets / resources
- Link with Music Education Hub
- Working relations with visiting staff
- School community
- PTA

Priority area - Curriculum

| Priority area: Curriculum | | | | | |
|--|---|--|--|--|---------------------|
| Intent | | Implementation | | | Impact |
| Objective [List of team objectives] | Action / Task [what you need to do to achieve your objectives] | Success Criteria [How you can identify success] | Timeframe and lead personnel [By when will you need to achieve tasks] | Resources [what resources you need for each task] | Evaluation / Impact |
| What are the key improvement priorities? What are you looking to improve? Curriculum, design, and assessment Inclusion and SEND Singing strategy Culture capital Career pathways | | | | | |

- What are the key improvement priorities?
- What are you looking to improve?
 - Curriculum design, and assessment
 - Inclusion and SEND
 - Singing strategy
 - Culture capital
 - Career pathways

Priority area - Co-Curricular

| Priority area: Co-Curricular | | | | | |
|--|---|--|--|--|---------------------|
| Intent | Implementation | | | | |
| Objective (List of team objectives) | Action / Task (what you need to do to achieve your objectives) | Success Criteria (How you can identify success) | Timeframe and lead personnel (By when will you need to achieve tasks) | Resources (what resources you need for each task) | Evaluation / Impact |
| Activities and musical experiences that complement the school music curriculum learning experiences Ensembles Choirs Transition Communication with parents / carers Use of NMPAT sub grant allocation First access First Access continuation Instrumental and vocal learning Primary Vocal Curriculum Music for Wellbeing | | | | | |

Activities and musical experiences that complement the school music curriculum learning experiences:

- Ensembles & Choirs
- Transition Communication with parents / carers
- Use of YMH partner project funding
- First access (WCET)
- First Access continuation
- Instrumental and vocal learning
- Primary Vocal Curriculum Music for Wellbeing

Extra-Curricular / Enrichment

| Priority area: Extra-Curricular / Enrichment | | | | | |
|---|---|--|--|--|---------------------|
| Intent | | | Implementation | | Impact |
| Objective [List of team objectives] | Action / Task [what you need to do to achieve your objectives] | Success Criteria [How you can identify success] | Timeframe and lead personnel [By when will you need to achieve tasks] | Resources [what resources you need for each task] | Evaluation / Impact |
| An extension of the school music curriculum that may not be explicitly linked Enrichment opportunities Recital tours / live performances / culture capital Career pathways | | | | | |

An extension of the school music curriculum that may not be explicitly linked to in school learning:

- Enrichment opportunities:
Choral Festival / Recitals / live performances / culture capital
- NYO Inspire project
- Gabrieli Roar
- UoY / YSJ
- Career pathways

Priority area - Inclusion

| Priority area: Inclusion | | | | | |
|---|---|--|---|--|---------------------|
| Intent | | Implementation | | | Impact |
| Objective [List of team objectives] | Action / Task [What you need to do to achieve your objectives] | Success Criteria [How you can identify success] | Timeline and lead personnel [By when will you need to achieve tasks] | Resources [what resources you need for each task] | Evaluation / Impact |
| Barriers to learning: SEND, Inclusiveness, student voice, PPG and bursaries Working relations with visiting staff School community PTA | | | | | |

Barriers to learning:

- SEND,
- Inclusiveness,
- Student voice,
- PPG and bursaries
- Working relations with visiting staff
- School community / PTA

What support can YMH offer?

- High-quality curriculum music for at least one hour a week in KS 1-3

Schools and Education settings

Support

- Support for SLT and Music Leads with the School Music Development Plan, provided by [YMH Learning Lead](#);
- Support for Music Leads in planning a high-quality music curriculum, informed by the Model Music Curriculum, provided by [YMH Learning Lead](#).
- CPD for specialist and non-specialist staff teaching curriculum music (see Workforce Plan below), provided by [York Music Hub](#).
- Signposting to CPD opportunities and support offered by other Hub partners and school / MAT staff (e.g. [Ebor Academy Trust](#), [Pathfinder Teaching School Hub](#)).



What support can YMH offer?

- High-quality curriculum music for at least one hour a week in KS 1-3

Curriculum delivery

- Direct delivery of curriculum music lessons, provided by school staff, [Sing Education](#) and [York Arts Education CIC](#).
- Classroom / whole class instrumental lessons, provided by school staff, [York Arts Education CIC](#), [North Yorkshire Music Service](#) and [East Riding Schools Music Service](#).
- Instrument hire service, provided by [York Arts Education CIC](#).
- Funding to support classroom / whole class instrumental lessons, and associated instrument hire, provided by [York Music Hub](#).
- Funding to support instrument hire for schools which provide classroom / whole class instrumental lessons themselves, provided by [York Music Hub](#).

Sing Up Music

NPME

- High-quality curriculum music for at least one hour a week in KS 1-3



What support can YMH offer?

NPME

- Co-Curricular learning

Co-curricular delivery

- Individual and small group instrumental / vocal lessons (peripatetic tutors), provided by school staff and [YMH Approved Tutors](#).
- School-based ensembles and choirs, provided by school staff, [YMH Approved Tutors](#), [York Arts Education CIC](#), [Sing Education](#), [York Minster\(?\)](#), [Diocese of Leeds\(?\)](#).
- Support for specialist in-school ensemble provision at Applefields Special School, provided by [Open Up Music](#).
- Inclusive workshops in SEND units, provided by [Accessible Arts & Media](#).
- Tuition Bursaries for those eligible for Pupil Premium, provided by [York Music Hub](#).
- Instrument hire service, provided by [York Arts Education CIC](#).

What support can YMH offer?

NPME

- Musical Experiences
- Hub Fest
- YMH Events Calendar
- NYO Inspire

Out of school activity

- York Music Centre, including a wide range of ensembles, provided by [York Arts Education CIC](#).
- York Youth Orchestra, provided by [York Arts Education CIC](#).
- Chapter House Youth Choir, provided by [Chapter House Choir](#).
- St Lawrence Youth Choir, provided by [St Lawrence Church](#).
- Community Gamelan Ensemble, provided by [University of York](#).
- Minster Minstrels (youth early music ensemble), provided by the [National Centre for Early Music](#).
- IMPs inclusive music project, provided by [Accessible Arts & Media](#).
- [Rockgod Academy](#) weekly and Summer/Christmas/Easter Workshops, provided by [Rockgodacademy](#).
- IMPs holiday clubs, provided by [Accessible Arts & Media](#).
- York Youth Music Festival (HubFest), provided by [York Music Hub](#).
- Choral Day, provided by [St Lawrence Church](#).
- Strings Day, provided by [Ebor Academy Trust](#) and [York Arts Education CIC](#).
- Brass Day, provided by [York Music Hub](#) and led by Ian Bousfield.
- Holiday orchestra courses, provided by [Yorkchestra](#).
- Termly advanced masterclasses, provided by [York Guildhall Orchestra](#).
- Children's Open Rehearsal, provided by [York Symphony Orchestra](#).
- Free concert tickets for school children, provided by [York Music Hub](#) and [York Guildhall Orchestra](#).
- North Yorkshire Youth Choir and Youth Training Orchestra residentials, provided by [North Yorkshire Music Service](#).

What's new:

Our events page is now updated for year 2024, including links to bookings, further information and reading :

[Events Calendar 2024](#)

CPD / Networking

- 25th January
- 21st March
- 4th July (Secondary focus, but Primary welcome as its dedicated to composing in the classroom)
- 3rd October

Performance Opportunities

- OAE (Orchestra and the Age of Enlightenment) Two schools slots available cost £200
- Playground Proms: all 10 schools have been taken, but could add in one or two more (no cost to the school)
- Choral Festival
- Hub Fest - 5th & 6th July - look out for time slots coming out very soon



WCET:



Currently:

- Only 12 schools doing WCET and receiving some funding from the Hub
- We know more schools are delivering WCET, but we can only help fund if you **let us know** and apply
- The Arts Council want us to help fund more schools, so more budget is available
- We understanding there are some issues regarding the process - hope to change this by September
- We fund up to 50% of the WCET cost for 1 year group, 36 weeks at 60 mins 1FE, 90mins 1.5FE, 120 mins 2FE
- If schools choose to self-deliver (look out for next Meet-up), we can fund 50% instrumental hire charge.
- Exception: The Hub have two class sets of Ukuleles, we only charge £50 a term for these.

Please look here for [further information](#)

WCET:



Future:

- We aim for easier process for schools from September
- We aim to send all schools a 'Delivery Offer' towards the end of March
- Schools will make requests for the upcoming year
- Funding, instruments and tutor will then be allocated
- Hub will be using more variety of providers

Please ensure you look out for the Delivery Offer

Bursaries:



Two types of Bursaries:

- Merchant Taylors
- General tuition / instrument hire / ensemble

Merchant Taylors

- Exceptional musical children / young people, typically Grade 5 standard
- Up to 5 bursaries a year, currently have two available now
- Must be Free Schools Meals / PP or Looked After
- Upto £900 for tuition, plus exam fees
- Currently have two available
- Usually continues for 3 years
- Apply [here](#) and invited to interview

Bursaries:

General Bursaries



- Any child who is PP / Free School Meals or Looked After can apply for instrumental tuition, and if required free ensemble charge, plus will be given a free instrumental hire
- To the maximum of £393 based on 20 minute lessons x 30 over year
- Class teachers, instrumental tutors or parents can apply
- We prefer the child to be learning 1:1, but if in a group, The Hub will adapt the funding to accommodate
- Tutors will not attend a school for only one child (even if they are a bursary child)
- The tutor of the child must be a Hub Approved Tutor. [Please check here](#)

Please read [this for further information](#)

What support can YMH offer?

NPME

- Co-Curricular learning

[Free resources from Music Mark](#)

[YMH Music Library](#)

[YMH Partner Project Fund \(previously commissioning fund\)](#)

More of what the DfE say:

The plan sets out how to build on the Model Music Curriculum and achieve our vision. The plan states that:

- music should be represented in every school's leadership structure, with a **designated music lead or head of department at school and/or academy trust level**, for primary and secondary phases
- in partnership with their Music Hub, we would like every school (including multi-academy trusts) to **have a Music Development Plan** that captures the curricular and co-curricular offer and sets out how it will be staffed and funded
- we will pilot a **Music Progression Fund to support disadvantaged pupils with significant musical potential, enthusiasm and commitment**. It will be delivered through schools and Music Hubs from Autumn 2023, with match-funded government investment over four year
- in addition to the existing relationships they have with all local schools, **all Music Hubs will identify and partner with a small number of Lead Schools (including academies)** with high-quality music provision to work with the Music Hub on design and delivery of continuing professional development (CPD) and peer-to-peer support for schools on music in their area by Spring 2024
- we will establish **national Music Hub centres of excellence for inclusion, CPD, music technology and pathways to industry**. The centres will be appointed by Autumn 2024 and based in four Music Hubs, with additional funding to provide specialist support to all Music Hubs across England

What the DfE say:

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Needs to be in progress by September 2023

What Ofsted say:

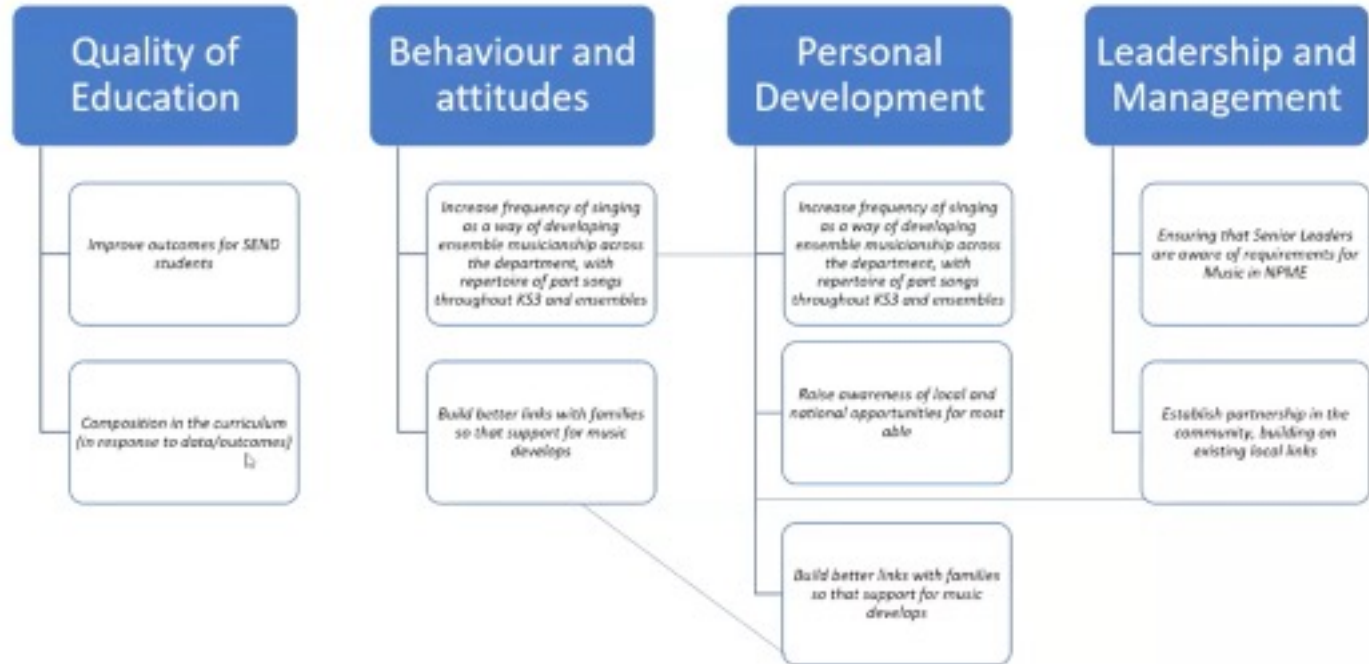
Is the current curriculum fit for purpose?

Summary questions on curriculum

- Does curricular scope take into account what can realistically be learned, rather than briefly encountered, in the time available?
- Does the curriculum build pupils' procedural knowledge in controlling sound?
- Is this built up in a way that is gradual, iterative and coherent with regard to instrument choice?
- Is curriculum scope regarding appropriate representational systems realistic in the time available? Will pupils gain the fluency to use them musically?
- How will pupils encounter the examples that give meaning to the concepts of musical elements?
- Are compositional components identified for development and given sufficient practice time?
- How does the curriculum take into account the importance of quality and creative diversity in students' musical offerings?
- Where are the opportunities to consider musical culture and meaning?

What York Music Hub can offer:

The National Plan for Music Education: Linking a Music Development Plan to SIPs & the Ofsted framework

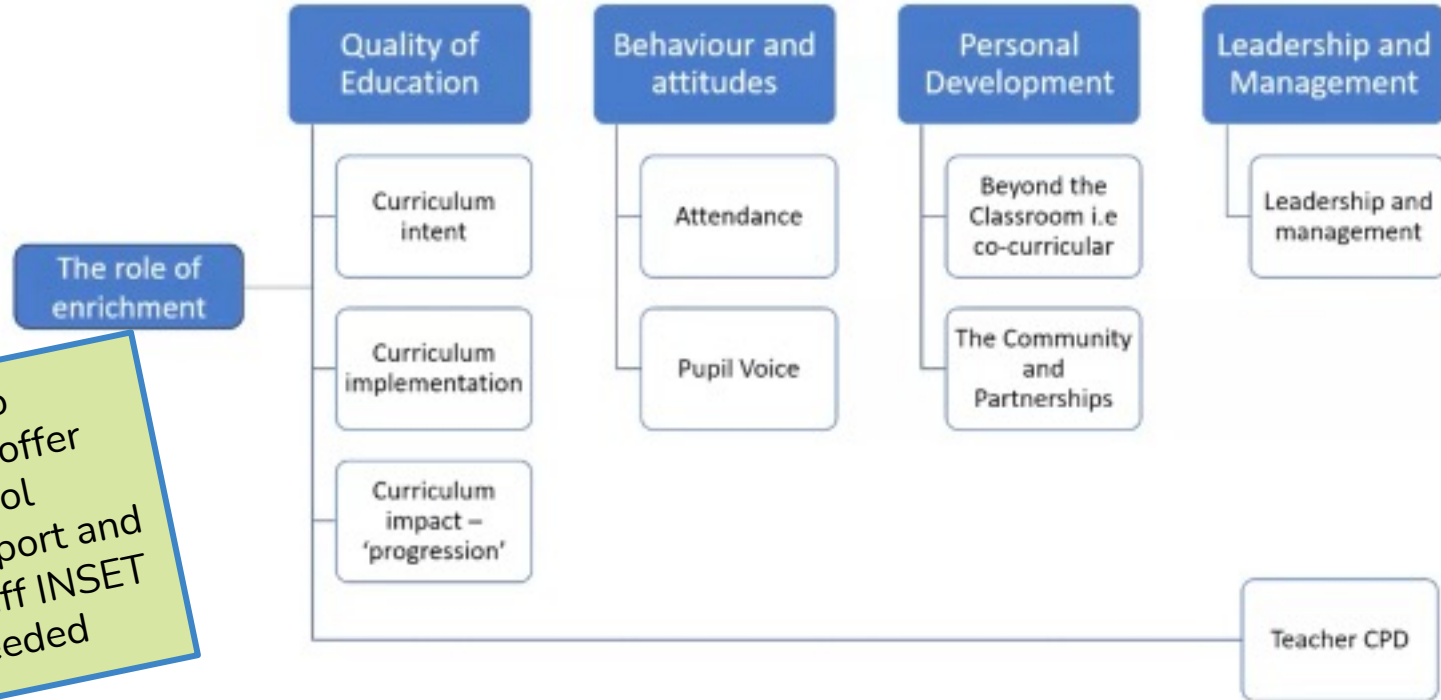


Bespoke in school support for SLT Music & Lead to write the Music Development Plan and curriculum mapping

What York Music Hub can offer:

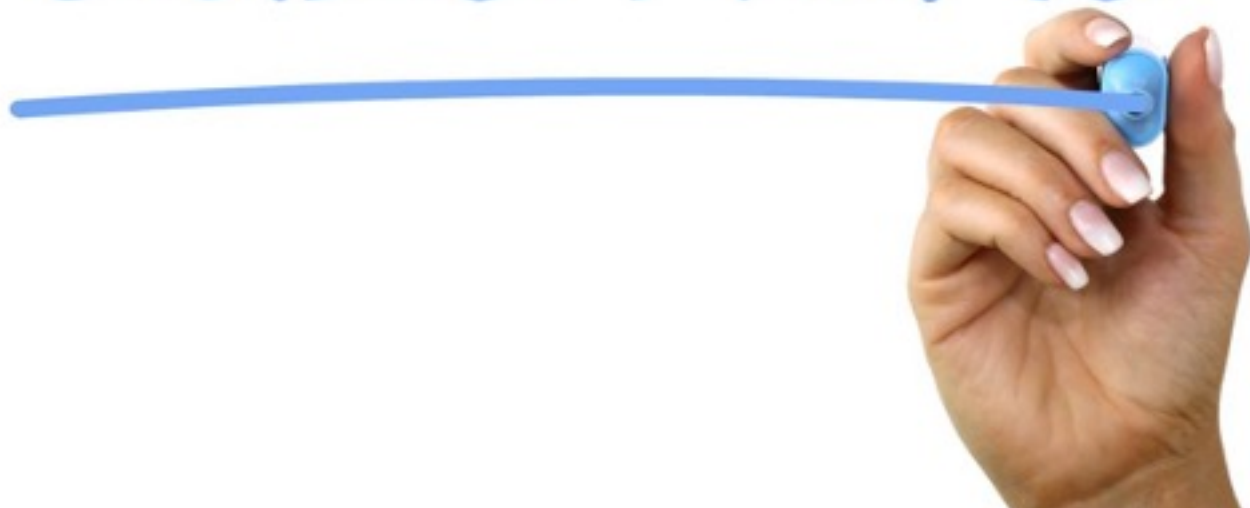
The National Plan for Music Education:

Linking a Music Development Plan to SIPs & the Ofsted framework



We can also potentially offer wider school music support and whole staff INSET where needed

QUESTIONS





Contact - Molly Newton: Learning Lead - York Music Hub to arrange an initial visit and planning meeting

molly@yorkmusicclub.org.uk