

SCHOOL MUSIC DEVELOPMENT PLAN

**SCHOOL NAME:**

**COMPLETED BY: DATE:**



This template supports the DfE vision set out in the refreshed [*National Plan for Music Education*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1086619/The_Power_of_Music_to_Change_Lives.pdf) *2022* for all schools to have a published School Music Development Plan by September 2023.

It is intended to support School Leaders and Music Curriculum Leads to build upon their music offer and track improvements for music in their school.

The template is optional. If you have a plan, you do not need to do another one.

It will enable schools to evaluate their current music provision in the 3 focus areas identified within the National Plan for Music Education and to consider where these areas can be improved or developed.

The resulting Action Plan should be a “live” document to be reviewed and adapted termly.

Using this template

Who should complete it? To set out the best vision for your development, we recommend that it is completed by the Music Lead along with a member of SLT. This will enable understanding to set realistic development actions for the subject. An appendix of useful questions for discussion is provided at the end.

1. **Each section starts with Evaluation:** You should make a “best fit” evaluation of the school’s current musical outcomes and practices. There is space for you to detail further how you determine this best fit. You can choose from the following options:

| **Focusing** | **Developing** | **Secure** | **Enhancing** |
| --- | --- | --- | --- |
| Needs priority support and development | Not yet fully in place, further development required, not yet sure of impact on outcomes, needing some support. | Effective in driving good outcomes for pupils, a strength of music in our school; some development may be required to maintain momentum or make further improvement | Highly effective in driving good or better outcomes for pupils, a real strength which our school would be willing to share with others. |

1. **Setting Actions:** The process is only useful if you set out some deliverable actions. You can detail actions in the boxes below each category. Five spaces have been provided but 1 or 2 would suffice to build your action plan.

| **Area** | **Set your school some actions here** | **Review date** | **Status** |
| --- | --- | --- | --- |
| Curriculum | 1 |  |  | Yes |
| 2 |  |  | In progress |
| 3 |  |  | No |

1. **Review:** You should review the actions you have set out, with your SLT, at least once in-year. Following the review, you can choose from the drop-down menu which will RAG rate your progress (as above).

The Appendences in this document highlight some useful resources and Appendix 2 may be used in your school’s induction processes. It can also be used to audit the musical skills of staff within your school. This does not form part of your School’s Development Plan but may highlight actions which could help to realise your school’s musical vision.

Focus area 1: Curriculum

|  | **Focusing** | **Developing** | **Secure** | **Enhancing** |
| --- | --- | --- | --- | --- |
| Music is delivered ‘ad hoc’ and not in every year group. Some groups of students are unable to access the music curriculum.  Progress over time is not measured or celebrated.  There are limited resources for teaching.  | Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups. Students engage with schemes of work and build areas of musical interest and growing skill.  Pupils with additional needs are able to participate and engage with music-making.  There is adequate teaching space and resources available. | The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear.  Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.  Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments).Space and resources allow breadth of curriculum for all students, including music technology. | Curriculum goes beyond the level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).  |
|  | Our Curriculum best fit is:  |
|  |  |

| **Area** | **Set your school some actions here** | **Review date** | **Status** |
| --- | --- | --- | --- |
| Curriculum | 1 |  |  |  |
| 2 |  |  | Click for option |
| 3 |  |  | Click for option |
| 4 |  |  | Click for option |
| 5 |  |  | Click for option |

Action Plan: Curriculum

| **Curriculum Question Prompt:** |
| --- |
| Is the music curriculum planned for in all year groups across Key Stages as guided by the National Curriculum? |
| Is the music curriculum planned for in all year groups and skills sequenced progressively across Key Stages as guided by the National Curriculum? |
| Is the curriculum planned with consideration for transition, taking into account the expectations of the KS3 curriculum? |
| Are there opportunities for singing? Including an understanding of how to develop singing healthily and musically? |
| Is teacher assessment musical? Do you know how to use assessment to drive ‘getting better at’ music? |
| Does the music department have a bespoke assessment policy that assesses musically and appropriately and that is in alignment with school assessment strategy? |
| Are curriculum music lessons for each year group timetabled for 60+ minutes in line with aspirations of the National Plan? |
| Do all curriculum music lessons take place in a suitable space or specialised music environment? |

Focus area 2: Instrumental and Vocal Lessons and Ensembles

|  | Focusing | Developing | **Secure** | **Enhancing** |
| --- | --- | --- | --- | --- |
| Singing takes place infrequently in school.  There are opportunities to perform for a small number of pupils. There may be barriers to participation.  Facilitation of one to one and small group tuition is limited or inconsistent.    | 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.  The school facilitates one to one and group tuition through peris and/or a music service. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.   | 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.  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.  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.  | A full, long-term singing strategy is in place that ensures progression for all students.  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. Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully Students are able to take leadership roles in musical opportunities.  The school is actively involved in national, large scale events. |
|  | Our Instrumental and Vocal Lessons and Ensembles best fit is:  |
|  |  |

| **Area** | **Set your school some actions here** | **Review date** | **Progress** |
| --- | --- | --- | --- |
| Instrumental and Vocal Lessons and Ensembles  | 1 |  |  | Click for option |
| 2 |  |  | Click for option |
| 3 |  |  | Click for option |
| 4 |  |  | Click for option |
| 5 |  |  | Click for option |

Action Plan: Instrumental and Vocal Lessons and Ensembles

| **Instrumental/Vocal Lessons and Ensemble Prompt:** |
| --- |
| Does the school provide 1-1 and small group tuition on a variety of different instruments? |
| Do you know what % of the school population engage in instrumental tuition? |
| Do you know the average % for other schools in the ward and or city? |
| Are there opportunities for your pupils to perform in both formal and informal settings on an annual basis? |
| Does the school provide an opportunity for both KS3 and KS4 pupils to sing/play in an ensemble in school? Is time given for staff to run co-curricular musical ensembles? |
| What are the barriers to running, rehearsing and curating ensembles in your school? How can they be overcome? |
| Are ensembles led by a competent musician? |
| Is there an annual/ termly concert event? |
| Is there an opportunity for the school ensembles to perform to parents or peers? |
| Do the ensembles in school enable children to perform a wide range of styles and genres? |

Focus area 3: Musical Events and Opportunities

|  | Focusing | Developing | **Secure** | **Enhancing** |
| --- | --- | --- | --- | --- |
| Engagement with the York Music hub is limited.Small-scale performance takes place in the community, building on existing school links. Some parents and carers support music-making in the school by attending events. | The school takes up opportunities from the York Music Hub (such as The Choral Festival) and signposts opportunities for students. Community links are established with the music team; regular events take place throughout the school year.Parents and carers actively support music making, through support at events and through home learning.  | The school makes the most of a wide range of opportunities from the hub, working with and supporting the Wolverhampton Music Hub. Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education). The views of pupils, parents and carers have been considered when developing music provision. The school has links to the wider music eco-system and actively encourages students to join City wide Music Ensembles. Students benefit from interactions with those working in the profession. | The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting. There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering. Parents/carers and the wider community are actively involved in school music making The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully  |
|  | Our Musical Events and Opportunities best fit is:  |
|  |  |

| **Area** | **Set your school some actions here** | **Review date** | **Progress** |
| --- | --- | --- | --- |
| Musical Events and Opportunities | 1 |  |  | Click for option |
| 2 |  |  | Click for option |
| 3 |  |  | Click for option |
| 4 |  |  | Click for option |
| 5 |  |  | Click for option |

Action Plan: Musical Events and Opportunities

| **Musical Events and Opportunities Prompt:** |
| --- |
| Is there a designated member of school staff (head of department/lead music teacher) who holds suitable qualifications/ experience for leading music in school?  |
| In collaboration with the designated music leader, do senior leaders drive the development of music across the school and advocate for the importance of music in school life? |
| Is there a named governor who takes responsibility for monitoring music (arts)? |
| Is Pupil voice taken into consideration when planning the school music curriculum, events and opportunities? |
| Does the school embrace music that is relevant to the pupils, nurturing and embracing their musical interests? |
| Is Music an everyday or occasional part of school life? |

| **Area** | **Detail**  |
| --- | --- |
| What **Budget and/or Resources** do you need to achieve your action plan? |  |
| What **CPD** might be required to achieve your action plan? |  |
| What **Partnerships** will you put in place to achieve your action plan? |  |
| **Supporting Documents:** This action plan might reference or need to be considered alongside other school’s policies and procedures e.g. School Development Plan, Pupil Premium or Remissions policies.  |  |

Budget, CPD and Partnerships

| **Budget, CPD and Partnership Prompt:** | **Status** |
| --- | --- |
| Are all music lessons planned to use instruments/resources that are accessible and age appropriate to their students. |  |
| Do children have to share instruments to participate or is there enough equipment for each student to have their own? |  |
| Do children in all key stages have opportunities to listen to music from a range of cultures and traditions? |  |
| Does the school ensure that students eligible for pupil premium can engage in musical opportunities and tuition through this funding? |  |
| Does the school provide any additional support through resources to enhance accessibility for children with additional needs? |  |
| Do Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical Music, Popular contemporary Music and Traditional Music from around the world? |  |
| Do children have access to computers/Macs/iPads etc. which may be sourced from/be in another department? |  |
| Is there are a range of instruments within the school, including whole class sets of instruments (loaned for free by the Music Service alongside WCIT tuition delivery)? |  |
| Is there any dedicated space or practice rooms for 1-1/small group music tuition within the school? |  |
| Is there a designated budget to support music making in school? |  |
| Does the lead member of staff for music undertake music specific CPD every year and access the offer of CPD from the York Music Hub? |  |
| Does the lead member of staff share the learning to upskill staff members within their own department or across the school as a result of their CPD attendance? |  |
| Can the school demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision?  |  |
| Does the school explore opportunities to work in partnership with other schools/ settings? |  |
| Does the school have any accreditation for its arts and cultural activity? E.g Music mark membership or Arts Award or Artsmark?  |  |

Appendix 1 – Useful Resources for Teachers.

| **Useful Resources for Schools** |
| --- |
| **Classroom 200** – 200 Pieces of classical music for Primary schools with all the accompanying teaching resources <https://www.classroom200.org/login> **BBC 10 Pieces** – High quality resources for Primary and Secondary schools [www.bbc.co.uk/tenpieces](http://www.bbc.co.uk/tenpieces) **Sing Up** – Vocal resources and primary curriculum for your school (annual membership required - YMH can help with funding thi) [www.singup.org](http://www.singup.org) **Out of the Ark** – A collection of songbooks for schools, including: musicals, assembly songbooks, nativities and leavers’ songs, class assemblies, sing-along stories and curriculum-based learning. www.outoftheark.co.uk**TES Collection** – Resources linked to lesson planning, creative and cross-curricular for EYFS, KS1 and KS2www.tes.com/articles/tes-collection-music-top-20**Music Express** – An online resource for EYFS and Primary teachers https://subscriptions.collins.co.uk**Musical Futures** – A wide collection of resources to help deliver music in the classroom[www.musicalfutures.org](http://www.musicalfutures.org) **Garage Band** – Apple’s leading digital music-making tool www.apple.com/mac/garageband**Music Mark** – The National Association for Music Education [www.musicmark.org.uk](http://www.musicmark.org.uk) **The Incorporated Society of Musicians (ISM)** – Professional body for musicians and subject association for musicwww.ism.org**Musical Contexts** – provides teachers with quality, "ready to use", tried and tested and professionally presented resources for use in the primary and secondary music classroom. [www.musicalcontexts.co.uk](http://www.musicalcontexts.co.uk) |