

Holy Family Catholic Primary School

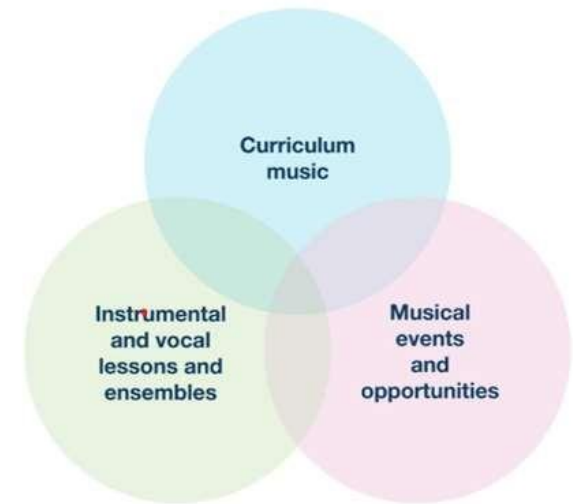
SCHOOL MUSIC DEVELOPMENT PLAN

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This template supports the DfE vision set out in the refreshed [National Plan for Music Education](#) 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.



Not yet in place	Emerging	Established	Embedded
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.

Focus area 1: Curriculum

	Not yet in place	Emerging	Established	Embedded	
Curriculum	Music is delivered ‘ad hoc’ and not in every year group. Some groups of students are unable to access the music curriculum.	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.	The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear.	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).	
	Progress over time is not measured or celebrated.	Students engage with schemes of work and build areas of musical interest and growing skill.	Good progress is demonstrated by secure and increasing the technical, constructive, and expressive aspects of music		
	There are limited resources for teaching.	Pupils with additional needs are able to participate and engage with music-making.	Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments)		
		There is adequate teaching space and resources available.	Space and resources allow breadth of curriculum for all students, including music technology.		
	Our Curriculum best fit is: Established				
Area	Set your school some actions here			Review date	Status

Curriculum	1	Recording notation in KS2 – On paper – in folders		
	2	Building songs – Hymns onto server so e accessed anywhere in school they can		
	3	Supporting new RE scheme with new songs and Hymns		

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?	Yes
Is the music curriculum planned for in all year groups and skills sequenced progressively across Key Stages as guided by the National Curriculum?	Yes
Is the curriculum planned with consideration for transition, taking into account the expectations of the KS3 curriculum?	Yes
Are there opportunities for singing? Including an understanding of how to develop singing healthily and musically?	Singing in lessons and in extra clubs in school. Junior Choir Senior Choir
Is teacher assessment musical? Do you know how to use assessment to drive 'getting better at' music?	Assessment through video and 1 to 1
Does the music department have a bespoke assessment policy that assesses musically and appropriately and that is in alignment with school assessment strategy?	Yes
Are curriculum music lessons for each year group timetabled for 60+ minutes in line with aspirations of the National Plan?	Yes
Do all curriculum music lessons take place in a suitable space or specialised music environment?	Music Room

Focus area 2: Instrumental and Vocal Lessons and Ensembles

	Not yet in place	Emerging	Established	Embedded
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Instrumental and Vocal Lessons and Ensembles	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 Wolverhampton 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. 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:			

Keyboard -Lessons firmly in place – scheme in place promoting Bronze, Silver and Gold awards. Children can achieve with practise and guidance. RM teaches lessons and has written scheme.

Guitar - Teachers from Blackpool Music Service employed by the school. RM oversees lessons and provision. Children able to take Bronze, Silver and Gold award. Scheme written by Blackpool Music Service

Junior Choir – Children from Year 2 to Year 4 attend afterschool – Thursday 3.15 – 4.15. RM, SW, JK

Senior Choir – Children from Year 5 and 6 attend afterschool – Monday 3.15 – 4.15 RM, SW, JK

Action Plan: Instrumental and Vocal Lessons and Ensembles

Area	Set your school some actions here		Review date	Progress
Instrumental and Vocal Lessons and Ensembles	1	Instrumental - Rock Steady Music	Sept 27	Click for option
	2	Encourage more children to take up Keyboard lessons and Guitar lessons	Sept 27	Click for option
	3	Junior Choir – look at singing in 2 parts.	Sept 27	Click for option
	4	Senior Choir – try some 3 part harmony	Sept 27	Click for option

Instrumental/Vocal Lessons and Ensemble Prompt:

Does the school provide 1-1 and small group tuition on a variety of different instruments? Yes
Do you know what % of the school population engage in instrumental tuition?
Do you know the average % for other schools in the town?
Are there opportunities for your pupils to perform in both formal and informal settings on an annual basis? Yes
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? Yes
Is there an annual/ termly concert event? Yes
Is there an opportunity for the school ensembles to perform to parents or peers? Yes
Do the ensembles in school enable children to perform a wide range of styles and genres? Yes

Focus area 3: Musical Events and Opportunities

	Not yet in place	Emerging	Established	Embedded
	Engagement with the Music hub is limited.	The school takes up opportunities from the Music Hub (such as the music bus) and signposts opportunities for students.	The school makes the most of a wide range of opportunities from the hub, working with and supporting the Blackpool Music Service	Sharing music with other schools in the area. There is a co-ordinated programme of community events, planned in

Musical Events and Opportunities	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.	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.	education). 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). 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 the Blackpool Music Service. Students benefit from interactions with Ensembles in the profession.	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:			

Action Plan: Musical Events and Opportunities

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	Take the Junior and Senior choir to sing in the local community – Brian House, Rest Homes, WI		Click for option
	2	Invite parents into school for 'Musical Afternoon' - Choir and coffee		Click for option

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? **Yes**

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. **Yes**

Is there a named governor who takes responsibility for monitoring music (arts)? **Ian Hunter -Sadie Brumwell**

Is Pupil voice is taken into consideration when planning the school music curriculum, events and opportunities?	Yes – Sing in class Assemblies and Plays
Does the school embrace music that is relevant to the pupils, nurturing and embracing their musical interests	? Yes
Is Music an everyday or occasional part of school life?	Yes

Clewlow Bursary

The Clewlow family give the school £500 a year. This is used to buy music and support children's lessons in school.

Area	Detail
What Budget and/or Resources do you need to achieve your action plan?	Look at <u>Garage Band</u> – a program designed to help children with composition – through ICT.
What Partnerships will you put in place to achieve your action plan?	Speak to ICT Team – Licence for Garage Band on each ipad/Laptop

Budget, CPD and Partnerships

Budget, CPD and Partnership Prompt:		
Are all music lessons planned to use instruments/resources that are accessible and age appropriate to their students.	Yes	
Do children have to share instruments to participate or is there enough equipment for each student to have their own?		Class set of instruments – no sharing
Do children in all key stages have opportunities to listen to music from a range of cultures and traditions?	Yes	
Does the school ensure that students eligible for pupil premium can engage in musical opportunities and tuition through this funding?		Clewlow Bursary
Does the school provide any additional support through resources to enhance accessibility for children with additional needs?	Yes	
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?	Yes	
Do children have access to computers/Macs/iPads etc. which may be sourced from/be in another department?	Yes	
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)?		Yes Glockenspiels, Keyboard and Guitars
Is there any dedicated space or practice rooms for 1-1/small group music tuition within the school?		Music Room
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 Blackpool Music Service?	Yes	
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?	Yes	
Can the school demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision?	Yes	
Does the school explore opportunities to work in partnership with other schools/ settings?		Yes – Schools in the Academy – Catholic Cluster
Does the school have any accreditation for its arts and cultural activity? E.g Music mark membership 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

Sing Up – Vocal resources for your school (annual membership required) www.singup.org

Charanga – Digital music teaching resource (annual membership required, discounted for all primary schools in Wolverhampton)

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 KS2 www.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

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

The Incorporated Society of Musicians (ISM) – Professional body for musicians and subject association for music www.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