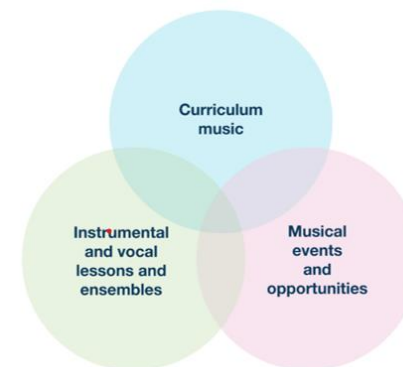


# SCHOOL MUSIC DEVELOPMENT PLAN

## Usworth Colliery Primary School



### Step 1 – A Vision for Music In Your School

#### Overarching Vision

*How do you want music to look and feel in your school? What is your ultimate goal?  
The vision should feel positive. The vision should feel aspirational*

The vision for music education in our school is to develop a lifelong love of music, where our children can engage with a breadth of music making throughout their time in school. We want to expose the children to new opportunities and experiences across the arts. We challenge our children to think creatively when exploring new genres and developing their own musical compositions while expressing their own thoughts and feelings.

#### Curriculum Aims

*What is your aim for the music curriculum in the school? What do you aim for progression to look like?  
Your aims should be realistic within your setting. Your aims should be in line with the wider school curriculum aims.*

We aim for our curriculum to be exciting and engaging, allowing children to develop skills and progress in composing, performing, appraising, improvising and singing. We use Charanga as our main teaching tool and staff follow a medium-term plan alongside this to ensure breadth of the curriculum across each unit. Following Charanga ensures that Music lessons are progressive across school and that children are building on prior learning from previous years.

#### Co-Curricular Aims : Instrumental and vocal lessons and Ensembles

*Prompts: What is your ambition for embedding vocal and instrumental lessons and ensembles in the school?  
What are your aims for the musical progression of the children and young people in your school?*

We aim for our co-curricular offer to be inclusive and build on the knowledge and skills acquired within our music curriculum. Our small group tuition follows the interests of our children and the inclusion of Rocksteady allows children to play and perform collaboratively. The children are able to develop their musicianship in a focused and creative environment, building on what they have learnt in their music lessons. Incorporating weekly singing assemblies as part of our provision exposes children to music from other cultures and countries, giving our children a breadth of knowledge.

#### Enrichment Aims : musical events and opportunities

*Prompts: What is your aim for embedding enrichment opportunities in the school life?  
What do you strive to achieve in the breadth of your enrichment offer? For example, access to live performances in and out of school, performance opportunities for students etc...*

We aim for our enrichment offer to be broad in terms of genre and accessible to all. We believe that all children have the right to experience a range of musical opportunities and experiences both inside and outside of school at all ages and stages of their development. Through the use of our Cultural Passport, children are able to take part in and see a wide range of musical experiences in varied venues. We aim to engage our children in as many opportunities for singing and performing in and

outside of school. From taking part in Sunderland Sings every year and taking part in the Gateshead Dance Festival to Rock band performances and live theatre, our children are exposed to many different forms of music and arts.

### **Step 2: Music Development Plan: Self-Assessment**

<b>Curriculum Music</b>		
<b>1 = Confident / practice embedded</b>	<b>2 = Underway / in progress</b>	<b>3 = Needs work / key priority</b>
<b>Prompt:</b>	<b>1/2/3</b>	<b>Notes</b>
Is music taught across the school and in every class for an hour a week at Key Stages 1-3?	No	Due to timetable restrictions, staff teach 30 minutes a week.
Do you cover all aspects of the national curriculum for music (performing, composing and listening)? Are you/staff underconfident in any particular area?	1	Composition is definitely an area where some staff still need more support.
Do you embed any aspects of the model music curriculum?	1	We do not follow the Model Music Curriculum but there are many elements embedded within our teaching practice for Music.
Do you know what CPD your staff need? Have you done a skills audit?	1	Staff need more CPD around general subject knowledge and composition. This will be carried out in Autumn Term.
Do you have provision for music in EYFS? (Primary specific)	1	
Is singing embedded in your curriculum?	1	Every unit for Music incorporates singing, we have a singing assembly every week and children sing in Monday and Friday assemblies.
If applicable, are you confident with any external curriculum scheme you use, e.g. Charanga/Sing Up?	1	We currently use Charanga as our main teaching tool.
Are you confident with assessing/evidencing progression in music?	2	Progression in music is evident across school and the documents used clearly build on prior learning. Evidencing music is something that needs work.

Is your curriculum inclusive? Do you ensure that barriers are removed and all participants' needs are catered for e.g. SEND, Cared For, EAL, etc.?	1	SEND Base provisions are following the Equals curriculum which is specifically tailored to their needs and individual targets.
Are you including opportunities for Youth Voice in your curriculum design and evaluation? Do you know what the children and young people you work with enjoy musically outside of school and are you catering for this to support them to stay engaged?	No	
For primary settings: are you connected with the music lead in the secondary settings the children and young people in your school attend after year 6 to support them with musical transition?	2	We have offered support to our feeder secondary school in relation to what peripatetic teachers we have in school to allow consistency when moving from KS2 to KS3.

**Reflect : Key Priorities for this academic year:**

- Music lead to carry out some CPD around subject knowledge and composition. Both of these will be completed in Autumn term with the view of them reviewing this through a learning walk in Spring Term.
- Create a link with the secondary music lead to see how we can prepare our children for KS3.
- Music lead to ensure that all staff are logged onto SeeSaw and model how to upload compositions.
- Music lead to work with EYFS and how to use the new resources to think about their 3 elements - pitch, beat, rhythm.
- Subject lead to look into 'Equals curriculum' to ensure it has been adapted appropriately.

**Co-Curricular: Instrumental and Vocal Lessons and Ensembles**

1 = Confident / practice embedded

2 = Underway / in progress

3 = Needs work / key priority

Prompt:	1/2/3	Notes
Do you have a small group or 1:1 instrumental/vocal lesson offer?	1	We offer Ukulele and guitar small group tuition. We also offer Rocksteady.
Do you have specialist visiting teachers coming into school?	1	

Do you have a clear policy for children who can't afford to pay for small group / instrumental lessons? Is this clearly visible for families?	1	We currently use bursary places that are offered from Rocksteady to support our PP children.
Is Pupil Premium funding used to support music provision where appropriate?	No	
Do you have a school choir/vocal ensemble?	No	We previously had a school choir that did not have very many children and for this reason, did not run as a choir.
Do you offer other extra-curricular opportunities?	No	
Is there a dedicated space in school where children can practice / have instrumental lessons?	No	Due to changes in school, we now do not have space to provide somewhere solely for music lessons.
Is your co-curricular offer inclusive? Are barriers removed to ensure all can participate?	1	
Do you have a plan to ensure progression from curriculum music lessons to co-curricular activity is relevant and accessible?	3	
Do you have a plan to ensure progression and signposting from in school co-curricular activity to city wide ensembles/activity happens?	3	We currently struggle to engage children when offering outside of school opportunities.
<b>Reflect : Key Priorities for this academic year:</b> <ul style="list-style-type: none"> <li>• Music lead to supply peripatetic teachers with our key skills document and see where they can ensure progression of skills gained from our music curriculum.</li> <li>• Find and share opportunities for children to take part in city wide ensembles/music activities.</li> </ul>		

**Enrichment: Musical Events and Opportunities**

1 = Confident / practice embedded			2 = Underway / in progress			3 = Needs work / key priority		
Prompt:			1/2/3			Notes		
Do your pupils take part in performance opportunities at school?			1			The children all take part in one performance each year that they perform in front of parents. They then complete a class assembly in front of parents too. The children are always given opportunities to perform within music lessons and take part in concerts linked to the musical instruments they play e.g Rocksteady concerts.		
Do your pupils take part in performance opportunities outside of school?			1			As part of our cultural passport many year groups take part in performances outside of school and see/hear live performances. We strive for our children to have as many experiences relating to music and the arts as possible.		
Do your children get the opportunity to see/hear live performances?			1					
Do you know about any children who take part in musical activities outside of school?			No					
Are you able to signpost children to musical activities outside of school (for example via the music hub)?			No					
Do you have strong partnerships with local/regional organisations to support the breadth of your offer?			No					
<b>Reflect : Key Priorities for this academic year:</b> <ul style="list-style-type: none"> <li>Find and share opportunities for children to take part in city wide ensembles/music activities. (As above).</li> </ul>								

### Step 3 - Music Development Plan: Plan of Action

Reflecting on the findings from the audit create an action plan that develops your school's music offer realistically over the next academic year and addresses gaps you have identified in the three priority areas.

### Curriculum Music

Action	Resourcing/next steps: <i>Time? Money? Resources? CPD?</i>	Staff Responsible <i>No, not just you....</i>	Priority (1-3 / 1=high)	Completion Date	Review Date
<i>Subject lead to deliver subject knowledge CPD around notation – linking to composition.</i>	Autumn 2 CPD.	Subject lead deliver to teachers.	1	Autumn 2	Spring 2
<i>Subject lead to work with EYFS staff to support with how to use new music resources and agree the 3 main elements of music teaching – rhythm, beat, pitch.</i>	Summer	Subject lead and EYFS staff.	2	Summer	Autumn 2024
<i>Subject lead to create a link with Secondary music lead and assess the progression from KS1 to KS2.</i>	2024	Subject lead	3	2024	
<i>Subject lead to ensure all staff are logged onto SeeSaw to upload compositions.</i>	Autumn 1	Subject lead	1	Autumn 1	
<i>Subject lead to look into 'Equals curriculum' to ensure it has been adapted appropriately.</i>	Spring 1	Subject lead and ASD base staff	2	Spring 2	Autumn 2024

### Co-Curricular Music

Action	Resourcing/next steps: <i>Time? Money? Resources? CPD?</i>	Staff Responsible <i>No, not just you....</i>	Priority (1-3 / 1=high)	Completion Date	Review Date
Subject lead to supply peripatetic teachers with our key skills document.	Key Skills document	Subject lead	3	2024	
Find and share opportunities for children to take part in city wide ensembles/music activities.		Subject lead	3	On going	

### Enrichment: Musical Events and Opportunities

Action	Resourcing/next steps: <i>Time? Money? Resources? CPD?</i>	Staff Responsible <i>No, not just you....</i>	Priority (1-3 / 1=high)	Completion Date	Review Date

Find and share opportunities for children to take part in city wide ensembles/music activities. (As above).		Subject lead	3	On going
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