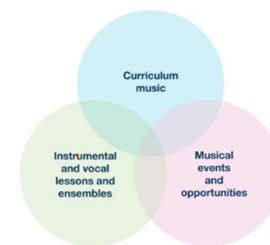




Hollinswood School Music Development Plan



COMPLETED BY: Clare Tipton

DATE: September 2023

This development plan is split into 3 key areas – Curriculum, instrumental/vocal lessons/ensemble and music events and opportunities

Each area has been audited, evaluated and actions planned.

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	<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 in all year groups.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with additional needs are able to participate and engage with music-making.</p> <p>There is adequate teaching space and resources available.</p>	<p>The music curriculum is at least as ambitious as the national 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 additional needs 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>

	Our Curriculum best fit is: Established
Further Evaluation Detail	<p>Is the music curriculum planned for in all year groups across Key Stages as guided by the National Curriculum? Yes – use the DFE published ‘Model Music Curriculum’ to support curriculum design.</p> <p>Is the music curriculum planned for in all year groups and skills sequenced progressively across Key Stages as guided by the National Curriculum? – See progression grid created with support from experience musicians.</p> <p>Is the curriculum planned with consideration for transition, taking into account the expectations of the KS3 curriculum? – The use of the Model Music curriculum document supports the progression in to KS3 as it sets out what is needed in Primary as the Foundations for music development in KS3.</p> <p>Are there opportunities for singing? Including an understanding of how to develop singing healthily and musically? – Singing assembly, singing as part of music lessons, school choir.</p> <p>Is teacher assessment musical? Do you know how to use assessment to drive ‘getting better at’ music? Next Step</p> <p>Are curriculum music lessons for each year group timetabled for 60+ minutes in line with aspirations of the National Plan? – Yes see timetable</p> <p>Do all curriculum music lessons take place in a suitable space or specialised music environment? – Currently we have In Harmony who deliver instrumental lessons to the children from Year 2 – 6. The children access this all year round and lessons are planned with resources and adequate space. Timetables are adapted to ensure all pupils have the opportunity to access music regularly. There is a clear sequence in the curriculum and the progression grids and set out the progression throughout the year groups.</p> <p>The medium term planning sets out the substantive and disciplinary knowledge the children will learn across the 4 strands of music:</p> <ul style="list-style-type: none"> • Singing/vocals • Listening/memory /movement • Composing/musicianship • Control of instruments <p>There are weekly singing assemblies led by the music lead, these are either whole school singing or Foundation and KS1 assemblies. This depends on when In Harmony are in school. Music is played in the hall when children are entering and exiting assemblies.</p>

Action Plan: Curriculum				
Area	Set your school some actions here		Review date	Status
Curriculum	1	Update the medium-term plans in line with In Harmony planning and progression document.	Autumn 2 2023	
	2	Create an assessment tool for teaching staff to use to assess children’s progress in music.	Autumn 2 2023	
	3	Create a document highlighting the genre of music to played in assemblies and links to pieces with key questions and notes for the staff to follow when discussing the music with the children.	Spring 1 2023	

Focus area 2: Instrumental and Vocal Lessons and Ensembles

Instrumental and Vocal Lessons and Ensembles	Not yet in place	Emerging	Established	Embedded
	<p>Singing takes place infrequently in school.</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 or inconsistent.</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>Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</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.</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>	<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>Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully</p> <p>Students are able to take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, largescale events.</p>
	Our Instrumental and Vocal Lessons and Ensembles best fit is: Established			
Further Evaluation Detail	<p>Does the school provide 1-1 and small group tuition from on a variety of different instruments? Small group tuition is given to children – orchestra/Nucleo</p> <p>Do you know what % of the school population engage in instrumental tuition? Years 2-6</p> <p>Do you know the average % for other schools in the ward and or city?</p> <p>Are there opportunities for your pupils to perform in both formal and informal settings on an annual basis? Children regularly perform for parents/carers and Opportunities to take part in large scale events are organised with In Harmony – International Centre concert.</p> <p>Are ensembles led by a competent musician? – Yes In Harmony Staff</p> <p>Is there an annual/ termly concert event? There are termly events for the parents/carers to attend in school. In Harmony organise large events involving other schools in the programme. A group of children have performed for Hollinswood Parish Council (SNAC).</p> <p>Is there an opportunity for the school ensembles to perform to parents or peers? Parents invited into the music lessons and afterschool clubs.</p>			

Action Plan: Instrumental/vocal lessons/ensemble				
Area	Set your school some actions here		Review date	Progress
Instrumental/vocal lessons/ensemble	1	Create a planning document for singing assemblies to map out what is to be taught in singing assemblies through-out the year – focus on the different Genres of music.	Spring 1 2023	
	2			

Focus area 3: Musical Events and Opportunities

	Not yet in place	Emerging	Established	Embedded
Musical Events and Opportunities	<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>Community links are established with the music team; 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>Meaningful partnerships are established with the community and a large proportion of students engage with this.</p> <p>The views of pupils, parents and carers have been considered when developing music provision.</p>	<p>There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.</p> <p>Parents/carers and the wider community are actively involved in school music making</p> <p>The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully</p>
	Our Musical Events and Opportunities best fit is: Emerging			
Further Evaluation Detail	<p>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 Harmony Lead support subject leader and curriculum lead to ensure the curriculum is suitable.</p> <p>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. – In Harmony is supported by SLT and funding is allocated to ensure quality music teaching can be delivered. Being part of In Harmony also develops staff competence, knowledge and skills in music – staff learn alongside the children – supporting CPD.</p> <p>Is there a named governor who takes responsibility for monitoring music (arts)? – there is a curriculum- feedback from curriculum lead.</p> <p>Does the school embrace music that is relevant to the pupils, nurturing and embracing their musical interests?</p> <p>Is Music an everyday or occasional part of school life? Music is embedded in the curriculum and school life.</p>			

Action Plan: Musical Events and Opportunities				
Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	As part of the yearly overview music events will be identified.	Spring 2	
	2			
	3			

Area	Detail
What Budget and/or Resources do you need to achieve your action plan?	Music budget – to purchase membership to Sing Up to support singing assemblies and class teachers. In Harmony fund matching.
What CPD might be required to achieve your action plan?	None – CPD is ongoing working with In Harmony
What Partnerships will you put in place to achieve your action plan?	Working with In Harmony.
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.	Teaching and learning policy. RAP Model music curriculum publication.

Budget, CPD and Partnerships

