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SCHOOL MUSIC DEVELOPMENT PLAN

SCHOOL NAME: Spring Vale Primary School

COMPLETED BY: Miss H May– Music Lead / Mrs K Kelly – Curriculum Lead **DATE:** 20.11.206

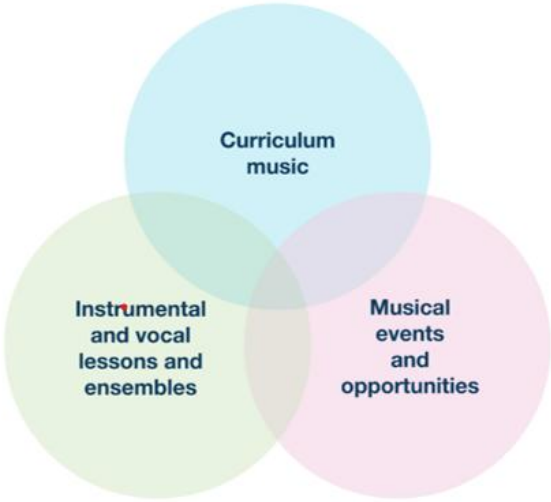
This template supports the DfE vision set out in the refreshed *National Plan for Music Education* *2022* for all schools to have a published School Music Development Plan by September 2023.

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.

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:

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.

2) **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

3) **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

	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. 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 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: Established			
Further Evaluation Detail	Children in each class access a weekly music lesson. This is currently delivered by class teachers and Mr S Barratt, a musician who enhances our curriculum offer. Children are therefore regularly exposed to high quality live music. All children have access to the music curriculum and this is a protected opportunity as it remains a key curriculum driver. We follow Charanga original scheme, which also supports in assessments, which are completed through a 'Music Passport'. Current planned exposure to types of music ensure children experience a wide breadth of genres. Enrichment opportunities are given to Y4 children, where they learn to play the trumpet and Y5, where all children learn to play the guitar.			

Action Plan: Curriculum

Area	Set your school some actions here		Review date	Status
Curriculum	1	Review the timetable to enable Charanga to be delivered half termly by class teachers and Mr Barratt.	July 2027	Yes
	2	Embed assessment through 'Music Passport' and excel spreadsheet.	July 2027	Yes
	3	Produce curriculum handbooks for each year group, ready for staff to deliver.	July 2027	Yes
	4	Music leaders to ensure children have been exposed to all types of music as outlined in long term planning to ensure Cultural Capital is developed through Music.	July 2027	Yes
	5	Staff to be upskilled in leading lessons through Charanga.	July 2027	In progress

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

	Not yet in place	Emerging	**Established**	**Embedded**
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 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, largescale events.
	Our Instrumental and Vocal Lessons and Ensembles best fit is: Emerging			
Further Evaluation Detail	Singing is a strength of our music curriculum at Spring Vale. Children enjoy singing and this is celebrated weekly in 'Hymn Practice'. Children sing at church at Christmas and a voluntary choir sing at both care homes and carol concerts at the church. EYFS perform to parents. Children in KS2 are able to opt to attend at weekly choir at lunchtime. Our curriculum offer from September includes Year 4 – Wider Opportunities through Wolverhampton Music School and Year 5 – Guitar Tuition from Mr Barratt. Charanga embeds musical instruments throughout all units. Year 5 and 6 children receive targeted brass tuition in a small group from Wolverhampton Music School. Across the academic year, multiple events include opportunities to perform – Nativity/Leavers etc.			

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	To timetable and manage a full extra-curricular music offer for academic year 2026-27.	July 2027	Yes
	2	To rebrand 'Hymn Practice' and set up a long-term plan of singing coverage for this.	July 2027	In progress
	3	Further embed performance opportunities through class assemblies/sports day/parents eve etc.	July 2027	In progress
	4	To create 'Music Leaders' to monitor curriculum.	July 2027	In progress
	5	To create 'master musician' certificates.	July 2027	In progress

Instrumental/Vocal Lessons and Ensemble Prompt:
Does the school provide 1-1 and small group tuition from Wolverhampton Music Service 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

	Not yet in place	Emerging	**Established**	**Embedded**
Musical Events and Opportunities	Engagement with the Wolverhampton 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 Wolverhampton Music Hub (such as the Big Sing event) 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 the Wolverhampton Music Service 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: Emerging			
Further Evaluation Detail	School engages with Music Offer from Music School – Paul Wilcox enrichment / Red Weeks. Small-scale performances currently take place both in and out of school. In certain year groups, musical performances are embedded, and this now needs to be modelled across other year groups. We need to further develop our musical links within our local community, and tie this in with our personal development offer.			

Action Plan: Musical Events and Opportunities

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	The school is actively involved in national, largescale events – i.e. Singing in the Rain/Young Voices.	July 2027	Yes
	2	Create further links with Wolverhampton Music School to take full advantage of the offer.	July 2027	In progress
	3	To plan in parent music workshops in Early Years to engage parents in music making.	July 2027	In progress
	4	To conduct a full round of music pupil/parent and staff voice to inform the music curriculum.	July 2027	In progress
	5	To further develop community links with singing – e.g. nursing home.	July 2027	In progress

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 is 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?

Budget, CPD and Partnerships

Area	Detail
What **Budget and/or Resources** do you need to achieve your action plan?	Service Level Agreement confirmed for next academic year – approx. £6,000. Pupil Premium 'Wider Enrichment Spend' – approx. £10,000. Timetabled two-day enrichment from Mr Barratt.
What **CPD** might be required to achieve your action plan?	All staff to complete Music Skills audit. Staff to have lessons modelled by SB. CB to attend CPD through Music School. Charanga training to be delivered to teaching staff. Cover to ensure attendance at Music School Training. Musical teambuilding/wellbeing workshop.
What **Partnerships** will you put in place to achieve your action plan?	CB to work closely with Wolverhampton Music School to take up all offers for enrichment. Timetable set up for next academic year. Employment of SB. Joining Music Mark to ensure we are up to date with any curriculum updates.
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.	Supporting documents – Music Policy / Pupil Premium File / Music Subject Leadership File.

Budget, CPD and Partnership Prompt:
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 Wolverhampton Music Service?
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 artsmark?

Appendix 1 – Useful Resources for Teachers.

Useful Resources for Schools
https://wolverhamptonmusicservice.org.uk/ Your local Music Service – see Important docs for schools for mode contracts, letters and advice on setting up instrumental teaching in school. **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

Appendix 2 – Primary Music – Subject Knowledge & Skill Audit & CPD Suggestions

Area of Knowledge, Skill or Understanding *Primary Schools using a mix of specialist and non-specialist staff to teach music*	**Level of Knowledge, Skill or Understanding…** (tick appropriate column)				**Any Relevant Evidence of Knowledge, Skill or Understanding to be noted**
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Your Performance skills: Please list any instruments you play or have studied previously and the approximate level you feel you have achieved.					
Performance Skills Classroom Instruments: Please list any classroom instruments you use and your proficiency in the context of the tasks set in lessons.					
Singing: What do you consider is your level of skill in vocal work in the context of leading class singing effectively in lessons.					
Preparing children for performance: What is your understanding of concert preparation and stage etiquette.					
Performance based CPD: Please list any performance based CPD you would like. This could be on particular instruments, singing or preparation for performance.					

Area of Knowledge, Skill or Understanding *Primary Schools using a mix of specialist and non-specialist staff to teach music*	**Level of Knowledge, Skill or Understanding…** (tick appropriate column)				**Any Relevant Evidence of Knowledge, Skill or Understanding to be noted**
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Improvisation: Your ability to improvise using the instruments/voice used in your scheme?					
Leading Improvisation: How skilled are you at leading and encouraging pupils to improvise in the scheme you use?					
Your Composing Skills: To what extent can you compose short pieces suitable for classroom groups and/or school ensembles?					
Composing in the Classroom: Your ability to teach, lead and encourage your students to compose in your scheme.					
Arranging Skills (class): Your ability to arrange pieces for students using classroom instruments.					
Arranging For School Ensembles: Your ability to arrange pieces for wider school ensembles					
Composition/Improvising Please list any areas and in what context you would welcome CPD on.					

Area of Knowledge, Skill or Understanding *Primary Schools using a mix of specialist and non-specialist staff to teach music*	**Level of Knowledge, Skill or Understanding…** (tick appropriate column)				**Any Relevant Evidence of Knowledge, Skill or Understanding to be noted**
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Notation: The National Curriculum requires all pupils to learn and use notation. How confident are you in using and teaching notation to students.					
Notation: Please Indicate if you need notation CPD.	No			Yes – to learn notation myself and how to use this with pupils	Yes – I know notation myself but need guidance how to use notation with pupils
Conducting/Directing Ensembles in the Classroom or School: Please indicate your own skill and experience.					
Conducting/Directing: Please indicate here if you would welcome CPD on directing groups/ensembles and in what context/type of ensemble.	Please indicate here if you would welcome Conducting/Directing CPD?				
The Inter-related Dimensions Of Music: Your knowledge of pitch, duration, dynamics, tempo, timbre, texture, structure, and how these feature in all aspects of music i.e. performance, improvisation, composition, listening etc.					

Area of Knowledge, Skill or Understanding *Primary Schools using a mix of specialist and non-specialist staff to teach music*	**Level of Knowledge, Skill or Understanding…** (tick appropriate column)				**Any Relevant Evidence of Knowledge, Skill or Understanding to be noted**
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Music Technology: Please Indicate any areas you have some experience of using.					
Using apps in teaching					Please list any apps or websites you use regularly.
Charanga musical school					
Making video recordings for performances/ assessment					
Making audio recordings for performances/ assessment					

Area of Knowledge, Skill or Understanding *Primary Schools using a mix of specialist and non-specialist staff to teach music*	**Level of Knowledge, Skill or Understanding…** (tick appropriate column)				**Any Relevant Evidence of Knowledge, Skill or Understanding to be noted**
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Experience/ Understanding of Music Traditions: Areas of music you **may** have **some** experience of personally or from your scheme					
Western Art Music: Renaissance, Baroque, Classical, Romantic, 20th Century.					
Popular Music: Blues, Jazz, Reggae, Rock, Soul, R n B, Contemporary Dance, Bhangra, Film, Theatre etc.					
Traditional Music: British and other traditions.					
Music from other cultures and places: Indian subcontinent, Middle East, Far East, African Continent, Latin America, Caribbean, Europe, Eastern Europe					
Areas of expertise not covered above: *This might include particular genres/styles of music; multi-media applications or work that links with other art forms; or other musical expertise*					