

School Music Development Plan for Stenson Fields Primary Community School



Name of Lead Music Teacher: Angela Griffiths

Email: agriffiths@stensonfields.derbyshire.sch.uk

School Year 2023-24 → 2024-25

DfE features of high-quality school music provision	Current provision	Planned development over the next 2 years	Possible Music Hub Support	Progress/What's next?
1. Curriculum provision	Music timetabled for 1 hour a week. However, not throughout the year in all year groups (alternates with French in KS2). Planned progression in instrumental performance from Y2-6. Progression maps for other areas completed but not in practice. Music taught by class teachers and Wider Opps teachers. Charanga scheme used in conjunction with BBC 10 Pieces and Music Partnership planning. Four areas from MMC are regularly planned for and taught. Class sets of glockenspiels & recorders, and some untuned percussion. CPD provided by Music Lead and Music Partnership when required.	Increase music curriculum time in KS2. Write unit plans incorporating range of resources (Charanga? BBC 10 Pieces?) to cover all year groups progression maps. Continue Wider Opportunities provision. Ensure progression in all four areas of MMC. Provide CPD to enable teachers to be confident teaching new content. Audit the diversity of musical styles and genres which is experienced by children in school. Improve assessment across school.	Phone call to discuss Music Development Plan and actions – planned for June 2023 and annually after this.	Two phonecalls taken place with Music Hub, June 2023 and May 2024. Most unit plans written. Y6 plan to be done for next year. Wider Opps and Y6 Ready2Rock booked for 2024-25 academic year. Staff CPD taken place May 2024 – focus on progression maps and teaching performance. Listening overview completed and in place for assemblies. Actions: Complete unit plans. Look at assessment – staff CPD. Consider EYFS provision from DMP to support C&L. Look at 'Sparkyard' when the Charanga subscription is up for renewal.
2. Whole class instrumental teaching	Year 5 (two classes) have Wider Opps tuition in brass (trumpet/trombone).	Need to get progression of musical skills document from DDMP and check against our progression maps.	Progression from DDMP.	Progression maps in place and checked. Y5 composition not all covered – needs considering for Y6.

	<p>Lessons take place weekly throughout the whole year and are delivered by the Music Partnership. SEND children are fully included. Classroom teachers participate in these lessons alongside the children.</p> <p>Further Opportunities peripatetic brass lessons are available for those who wish to continue in Y6. These are subsidised for PP children.</p>	Increase opportunities for performance/rest of the school to hear them.		<p>Actions:</p> <p>Monitor implementation of Music across the school 2024-25.</p>
3. Access to lessons across a range of instruments and voice	<p>Brass lessons available on a 1:1 and small group basis.</p> <p>Teacher comes into school and presents to children, with information sent to all parents in relevant year groups.</p> <p>Teacher quality ensured by using DDMP.</p> <p>Lessons subsidised for PP children.</p>	<p>Offer lessons in at least one more instrument/voice.</p> <p>Increase uptake of instrumental lessons.</p>	Ask DDMP about other peripatetic teachers for 2023-24.	<p>Phone call with DMP May 2024.</p> <p>Further Opportunities lessons now in place for Y6 brass.</p> <p>Action: Parent survey to ascertain interest in instrumental lessons.</p>
4. Develop a school/vocal ensemble	<p>KS2 choir led by Music Lead.</p> <p>Rehearses weekly for most of the year – more focused in run-up to Christmas and summer term.</p> <p>Range of musical styles rehearsed and performed.</p>	Find other opportunities for choir to perform in the community.		<p>Choir continues to be popular.</p> <p>Action: Develop performance opportunities.</p>
5. Develop a school ensemble/band/group	There is currently no school ensemble/band/group.	Consider who has capacity to provide this in school.		Signpost to DMP opportunities. Whole Class music ensemble counts!
6. Provide space for rehearsals and individual practice	<p>Space is provided to visiting teachers.</p> <p>Space is provided for Y5 children to store instruments in school.</p>	Consider ways for children who cannot practise at home to be able to do so in school.		Y5 children offered opportunities to practise in school if this is not possible at home.
7. Develop a termly performance	<p>Autumn Term: EYFS nativity, KS1 Christmas performance, choir at Stenson Fields Church coffee morning, Christmas Fair.</p> <p>Other opportunities for choir, Wider Opps classes, handbells class, brass pupils throughout the year.</p>	Increase other performance opportunities both in and out of school.		Action: Plan a calendar of performance opportunities.

8. Provide opportunities to enjoy live performances at least once a year	Brass teacher performance. Wider opportunities performances. Choir performance.	Increase opportunities for children to hear live music both in and out of school.		Action: Plan a calendar of performance opportunities.
--	---	---	--	--

Guidance for completing your School Music Development Plan.

The National Plan for Music Education states that the key features of high-quality music provision are:

1. Curriculum provision – think about
 - Do we have timetabled curriculum time of at least one hour each week of the school year for key stages 1 & 2
 - The sequencing of the curriculum from the youngest to the oldest pupils in your school – does the music lead understand the building blocks of music learning?
 - Who delivers the curriculum – a music specialist or class teachers – do they need any support to develop their music education, knowledge and skills?
 - Are the 4 key areas of music, as stated in the Model Music Curriculum, Singing, Performing, Composing/Improvising and Listening all regularly covered in the curriculum?
 - How well is the curriculum resourced? What is lacking?
 - Are networking and CPD opportunities for teachers to develop their skills and knowledge taken up?
 - How is music technology used by pupils in creative music-making?
 - Do pupils experience a wide variety of musical styles and genres including diverse repertoire from across the world.
2. Whole class instrumental teaching
 - Which year groups have this tuition known as Wider Opps or WCET?
 - Who deliverers it?
 - How does the progression of musical skills document from all DDMP deliverers feed into curriculum mapping for music?
 - What reasonable adjustments are made to ensure every child can access the programme?
 - Do classroom teachers take part in these sessions – great CPD for them?
 - What happens to pupils who want to continue learning? How can barriers to this learning be removed?
3. Access to instrumental/vocal lessons – large group, small group or 1 to 1
 - What instruments are taught other than whole class?
 - Are at least 2 instruments from different musical families taught?
 - How is the work of these teachers advertised to pupils and parents?
 - How is the quality of these teachers’ work ensured in your school?
 - How do you ensure that all pupils can access musical opportunities in school?
 - Can Pupil Premium funding be used to remove financial barriers to instrumental/vocal learning for eligible pupils?
4. Develop a school/vocal ensemble

- Who has the expertise in your school to lead a choir? Do they need any CPD to develop their skills?
 - If there is no-one to lead this work, how could you develop this area of music provision? e.g. specialist from the music hub
 - Does your choir rehearse weekly or just at specific times of the year?
 - Does your choir perform music from a variety of different styles e.g. musical theatre, gospel, choral, music from different countries?
5. Develop a school ensemble/band/group
- How does the music-making in these activities complement school music curriculum provision?
 - Does the music the pupils learn to play in these groups show effective planning which represents diversity of musical genres and cultures?
 - What percentage of the school population are involved in choirs and ensembles in school?
 - Are there many opportunities for pupils to perform to each other and parents?
6. Provide space for rehearsals and individual practice
- Are visiting instrumental teachers able to access an appropriate space to teach in?
 - If pupils cannot take instruments home where can they practise in school?
 - What storage space for instruments is available in school?
7. Develop a termly performance
- What performance opportunities are there for pupils to take part in?
 - Do these performance opportunities cater for whole class, large group, small group and individual performances?
 - Do you use performing spaces outside of school?
 - Do you join with other schools for performances e.g. within a trust or a local secondary school?
8. Provide opportunities to enjoy live performances at least once a year
- What planned experiences in school take place?
 - What external opportunities to hear live music being performed – small or large scale, visitors, secondary pupils, visiting instrumental teachers, parents, school trips?