

## 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**

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

	<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>	<p>Increase opportunities for performance/rest of the school to hear them.</p>		<p><b>Actions:</b> <b>Monitor implementation of Music across the school 2024-25.</b></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>	<p>Ask DDMP about other peripatetic teachers for 2023-24.</p>	<p>Phone call with DMP May 2024.</p> <p>Further Opportunities lessons now in place for Y6 brass.</p> <p><b>Action: Parent survey to ascertain interest in instrumental lessons.</b></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>	<p>Find other opportunities for choir to perform in the community.</p>		<p>Choir continues to be popular.</p> <p><b>Action: Develop performance opportunities.</b></p>
5. Develop a school ensemble/band/group	<p>There is currently no school ensemble/band/group.</p>	<p>Consider who has capacity to provide this in school.</p>		<p>Signpost to DMP opportunities. Whole Class music ensemble counts!</p>
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>	<p>Consider ways for children who cannot practise at home to be able to do so in school.</p>		<p>Y5 children offered opportunities to practise in school if this is not possible at home.</p>
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>	<p>Increase other performance opportunities both in and out of school.</p>		<p><b>Action: Plan a calendar of performance opportunities.</b></p>

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.		<b>Action: Plan a calendar of performance opportunities.</b>
--	---	---	--	--

## 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?