

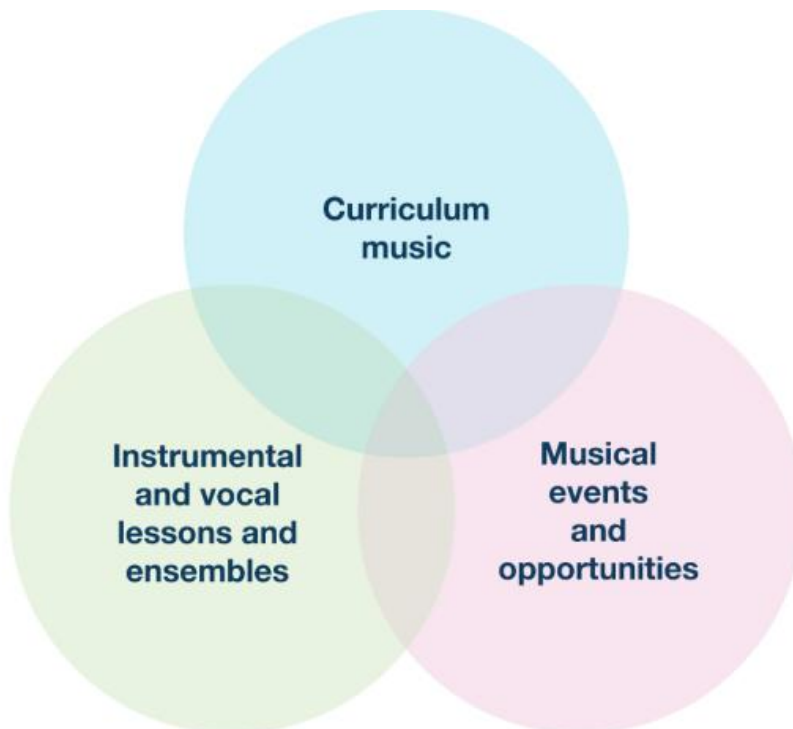
NTMEH First and Primary School Music Development Plan



School	Forest Hall Primary School
Headteacher:	Carmel Parker
Music Coordinator:	Sarah Nicholson
Member of Hub Staff:	

Schools should aim high with their music provision, to embed and exceed the national curriculum and to support their pupils to realise their musical potential. A high-quality school music education consists of three distinct, but interlinked areas of provision:

- Curriculum music, compulsory from key stages 1-3, then optional for examination classes (e.g. GCSE, vocational and technical qualifications and A level).
- Instrumental and vocal lessons, and ensemble membership.
- Musical events and opportunities, such as singing in assembly, concerts and shows, and trips to professional concerts.



School Music Development Plans Every school should be able to articulate their plan for delivering high-quality music education and supporting pupils to progress, just as they would in any other curriculum subject. This should be connected to the school's wider offer and development, as supported by their School Improvement Plans and, where relevant, trust Improvement Plans. We would like to see every school drawing out their subject-specific approach in a Music Development Plan that links back to their broader school development approach and priorities.

The School Music Development Plan should set out how the school will deliver high-quality music provision for all pupils in the three areas of curriculum, co-curricular and enrichment, and against the following key features:

- Timetable curriculum music of at least one hour each week of the school year for key stages 1 to 3.
- Provide access to lessons across a range of instruments and voice • develop a school choir and/or vocal ensemble.
- Develop a school ensemble/band/group.
- Provide space for rehearsals and individual practice
- Develop a termly school performance
- Provide opportunity to enjoy live performance at least once a year

Plans should consider how the school will staff and fund this provision, including how staff development will be supported, how the school will work with its Music Hub to support and build on this provision, and how the school will monitor success. We would also encourage all schools to consider developing a **music progression strategy** as part of their Music Development Plan, considering opportunities for pupils to pursue music beyond the core curriculum, and how they can be supported to access those.

General Overview

Is music part of the school development plan?	Music is not specifically mentioned, however all foundation subjects are to be developed as part of the school development plan.
Do you have an action plan for music?	In development.
What are your current priorities for music in school?	To continue to introduce the new Charanga scheme (MMC) smoothly and embed the progression across school To improve teaching of musical notation and composition
What is the role of your hub tutor in school and how do you identify where they are best placed?	Our tutor is currently placed in KS2 working on musical notation through recorders with lower KS2 and exploring rhythm with UKS2. We had identified musical notation as an area to develop. We are planning for the tutor to work with KS1 in the Summer 2.
Which feeder school/s do your pupils move onto?	Long Benton Community High School/ George Stephenson High School
Have you done a staff skills audit?	Yes
Are there any particular staff in school who need support?	None of our staff play musical instruments and lack confidence in teaching this aspect of music however, this is improving with the new Charanga scheme and the developing catalogue of quality instruments in school
Do you get support from SLT and are they aware of the general picture across the school?	Yes, SLT very supportive with a good awareness of the general picture of music across school.
Where would you judge your school music to be in terms of Ofsted gradings?	Good - music is taught consistently throughout school using the same scheme providing progression and development of skills. Children are exposed to professional musicians in a tutoring capacity at for at least half a term each year.

What CPD have you / staff accessed recently?	Networks for music lead.
What CPD do you think you / staff need?	Charanga CPD, Music Notation
What is your long-term vision for music in school?	Continuity of approach and expectation with progression in acquiring skills within a robust curriculum being taught by confident staff. All staff who deliver music within the wider curriculum will be confident in teaching simple notation and a selection of musical instruments.
<p><u>Key Actions:</u></p> <ul style="list-style-type: none"> . Staff and music coordinator to attend NTMEH CPD. . Explore different options with the hub for a tutor in school . Develop links within the local community for performance opportunities within school. . Expose children to a variety of experiences of live music or performances. 	

Curriculum Music

Is music taught across the school and in every class for an hour a week at Key Stages 1-3?	Each class has one hour music lesson every week.
How do you ensure that you cover the national curriculum for music?	Follow the Charanga scheme.
Do you embed any aspects of the model music curriculum?	Creative Music Curriculum is being delivered within classes up to Year 5 – As introduced by Charanga this year.
What provision do you have for music in EYFS?	Children sing every day in nursery and most days in reception class. Topic based music is cross curricular and is sometimes teacher led and sometimes child led. Explore options for Early

	Years CPD when available through NTMEH
How is singing embedded in your curriculum?	There is lots of singing in school, including whole school hymn practice assembly, and singing through Charanga.
Who teaches music in school?	In early years all practitioners teach aspects of music – singing and untuned percussion, PPA cover teachers in KS1 and KS2. Class teachers in KS2.
Do you use a curriculum scheme, e.g. Charanga?	Charanga, sing up in singing assembly
Are you able to offer pupils experiences using music technology?	GarageBand - children took part in GarageBand with LD
How do you assess/evidence progression in music?	Short recording at the start of the unit of children playing instruments or singing. Short recording of the children performing at the end of the unit demonstrating how their skills have progressed. Also staff become aware of children gaining confidence and improving their skills as the unit progresses.
Is your curriculum inclusive? How do you ensure that is the case for specific groups, e.g. SEND, LAC, EAL, etc. and how?	All children can access the music curriculum. There are several EAL and SEND children across school who access our music curriculum and participate fully in music lessons.
What is your wider opportunities offer?	Samba, Ukuleles and Recorders in school for KS2 children. Drama Club Choir
Moving forward, would you prefer to continue a wider opportunities offer or develop more focused large-group provision?	We will continue to offer a voluntary after school drama club and choir for those children who wish to participate. We also encourage children to participate in other events such as singing in the Summer Sing and community links like singing with other local primary schools.
Key Actions:	

- Continue to develop the introduction of the MMC within school up to Year 6
- Evaluate how the implementation has impacted the delivery of lessons and the children's confidence and proficiency playing instruments or singing. This has now changed to a different charanga curriculum with less to cover in each session and a focus on developing skills for children with less musical confidence.
- Share assessment strategies with staff following any CPD given by the hub to ensure there is assessment happening within the subject.
- Ensure school can demonstrate how the music curriculum is inclusive, providing a statement which addresses the school policy for children facing barriers to music education.

Musical Progression: Instrumental/Vocal Lessons and Ensembles Offer (Co-Curricular Offer)

What is your instrumental/vocal lesson offer?	Recorder club offered to all KS2 children, paid for by children. <i>None at present due to lack of take-up</i>
Which visiting teachers do you have coming into school (if any)?	<i>Peripatetic recorder teacher no longer comes into school due to lack of take-up</i> Recorder none
What is your policy for children who can't afford to pay for small group / instrumental lessons?	School has funded children in receipt of FSM and /or pupil premium to have recorder lessons. Funding is set aside for this purpose.
Do you have a school choir/vocal ensemble?	Choir - not for the full year, usually in readiness for any musical events being held in the locality in the summer term. prepare for the Long Benton music festival in the summer term.
What other extra-curricular opportunities do you offer?	Drama Club in the autumn term and choir in the summer term
Is there a dedicated space in school where children can practice / have instrumental lessons?	Small group or one to one instrument lessons can take place in the library where the piano is housed. Larger group practice takes place in the Breakfast Club where many

	instruments are housed.
Key Actions: <ul style="list-style-type: none"> • Extend choir to run for the full year to provide route of progression in singing. • Recorders to be used in Charanga music lessons to give children who previously had lessons the opportunity to develop their skills further alongside glockenspiels. 	

Musical Progression: Musical Events and Opportunities (Enrichment)

What performance opportunities do your children take part in at school?	Singing to raise funds for Macmillan Cancer Support Singing for parents in class assemblies Christmas extravaganza Showcasing end of unit performance to parents or the rest of school Talent show Dance Festival Music showcase
What performance opportunities do you children take part in outside of school?	Longbenton festival Whole school compositions collaboration Harvest Festival in local church Christingle service in local church Carol singing at the local library and to entertain elderly residents
Do your children get the opportunity to hear live performances?	Not consistently
Are you aware of any children that take part in musical activities outside of school?	A list has been compiled of children who attend and take part in musical activities out of school.

Are you able to signpost children to musical activities outside of school (for example via the music hub)?	Information available on the website
Key Actions: <ul style="list-style-type: none"> . Take part in a NTMEH event - such as spring sing, . Provide opportunities for children to hear live performances. 	

Summary of Key Actions

<u>Key Action</u>	<u>Support Needed</u>	<u>Timescale</u>	<u>Member of Staff Responsible</u>
To develop the use of simple instruments in lessons using recorder, glockenspiels and ukuleles	Music Hub Tutors	Summer 2	<u>CMP</u> <u>SN</u>
Develop cultural enrichment allowing children the opportunity to hear and experience live performances of music	Liaise with local schools/ universities to explore the possibilities of having live performances in school Possibility of grouping schools to have a performance to more than one on a regular basis.	Summer 2	<u>SN</u>
Continue to develop the new MMC within the school	NTMEH training Music Networks	Summer 2	<u>SN</u>

exploring the opportunities for assessment within the subject			
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