

School Music Development Plan – Victoria Primary School

The School Music Development Plan

Extracts from [“The power of music to change lives – A National Plan for Music Education”](#) (DfE 2022)

In partnership with their Music Hub, [DfE] would like **every school** (including multi-academy trusts) to have a **Music Development Plan** that captures the curricular and co-curricular offer and sets out how it will be staffed and funded, in place for academic year **2023/24 at the latest**.

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 key features set out [in the template below].

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.

The school should also consider developing a music progression strategy, as part of their Music Development Plan, developed with their Music Hub... considering opportunities for pupils to pursue music beyond the core curriculum, and how they can be supported to access those. The strategy should consider the barriers pupils may face and the role of the school in helping them, setting out key elements [as in the template below]:

Capturing this in a Music Plan will help a school to:

- engage critically with its music offer
- feed music into wider school improvement
- open a dialogue with Music Hubs to enhance in-school provision and connect pupils to broader opportunities
- publicise their music offer to pupils and parents, including on the school website, so families know what to expect

Pupils from families with little experience of music education may benefit from mentoring via the Hub, to support and chart their progression. This could be communicated by publishing the school Music Development Plan, allowing parents to understand the school's approach to music.

School leaders and music teachers should be able to articulate how any aspiring musician in their school can access high-quality opportunities. To reach their full potential, pupils may want to attend a Saturday Music Centre or a local ensemble, in school or beyond.

School Music Development Plan: progression strategy

Schools should consider developing a music progression strategy, ***developed with their Music Hub***, for pupils to pursue music beyond the core curriculum, and how they can be supported to access those. ***The strategy should consider barriers pupils may face and the role of the school in helping them.***

The relationship between Schools/Trusts and the Music Hub

Hubs building strong relationships with local state-funded schools and multi-academy trusts is crucial. While it is the responsibility of all schools to deliver music well, Hubs should support and empower them to excel:

- Schools to have a **Music Development Plan**, owned by the school, but **Hubs should initiate discussions & support schools to develop them.**
- **Music Development Plans** should consider how the school and the Hub will work together to provide broad and high-quality opportunities for all pupils. For example, through WCET/large/small-group tuition, instrumental tuition for pupils (and teachers), CPD and networking opportunities.
- Hub partnerships should communicate their offer to schools, both what they already do and what they could do
- Discussions should be two-way, considering also **what the school could offer its wider community, through and in partnership with the Hub.**

School Music Development and Progression Plan

DfE key features of high-quality school music NPME22	School strategy question prompts	Music Hub support for developing this plan, with linked programmes	Info for pupils/parents/carers, including on school website
<p>PARTNERSHIPS & PUBLICITY</p> <ol style="list-style-type: none"> School music plan publicised to pupils/parents Schools, trusts and music hubs work together to improve the quality and breadth of music education for C&YP 	<p><i>Is a user-friendly version of this plan, outlining progression routes and other opportunities publicised to parents, including on the school website?</i></p> <p>Not yet – will be published once finalised. School website needs to be updated to signpost parents to NMS ensembles that their children can access.</p> <p><i>How will your school/trust work with the music hub to provide broad and high-quality opportunities for all pupils?</i></p> <p>Music hub have worked with us to deliver staff CPD. We get involved in music hub events such as Christmas in the City. Attending music networks to ensure that we are up to date with the latest guidance and can access the support the hub provides.</p> <p><i>What can your school/trust offer its wider community, through and in partnership with the music hub?</i></p> <p>Involvement in the Meadows Sing, connecting with the schools in the area. Attending Christmas in the City to give our children the opportunity to join in with a live performance. Performances within school to allow choir to perform to local community.</p>	<p>Support for developing this plan and ongoing discussion about possibilities and connections</p> <p>Links on music hub website</p>	<p>Summary of school music development plan on school website, signposting opportunities in school, and through the music hub/trust</p> <p>Explanation of how school/trust/music hub will work together and how children can progress and access high-quality opportunities</p> <p>Links to the music hub</p>
<p>CURRICULUM PROVISION</p>	<p><i>What is the overall timetable plan for music?</i></p>	<p>Nottingham progression framework for music KS1-2.</p>	<p>Overview of curriculum</p>

DfE key features of high-quality school music NPME22	School strategy question prompts	Music Hub support for developing this plan, with linked programmes	Info for pupils/parents/carers, including on school website
<p>3. Timetable curriculum music of at least one hour each week of the school year</p>	<p>Music happens for 3 half terms for each year group. Music in assemblies as children come in and out, school songs that are being learnt.</p> <p><i>How is the curriculum sequenced so that by the end of primary school pupils meet key outcomes on page 28 of NPME22?</i></p> <p>As a school we use charanga scheme to teach our music sessions. The children focus on singing, glockenspiels, recorders for a unit each year and djembe drums for one unit. Within every charanga unit the children have the opportunity to learn about the inter-related dimensions fo music through games and songs. Every unit involves singing, and some also include another instrument. In these units children begin to learn about staff notation and work towards playing simple melodies. Every unit also includes the chance for improvisation and composition, using the focus instrument. The units that we have chosen within charanga were chosen to ensure progression as well as covering a wide range of musical genres, to build up children’s knowledge of different musical traditions. Music is played within assemblies, and children get opportunities to take part in the wider musical life during nativity performances, signing with the local rock choir and end of year performances.</p> <p><i>Is music for listening, singing and performing inclusive and reflective of diverse musical cultures?</i></p> <p>Great attention was paid to ensuring that the units we chose from charanga covered a wide variety of musical cultures as well as from different periods of time. We have classical units, rap units, hip-hop, jazz, and R&B to name a few. We</p>	<p>Resources on MusicHubSCHOOLS and Music Progression Framework – contact info@nottinghammusic hub.org.uk for access</p> <p>CPD and networks, both locally and through MEHEM (Music Education Hubs of the East Midlands)</p> <p>Limited offer of curriculum delivery outside WCET/first access (at full cost recovery) if capacity available</p>	

DfE key features of high-quality school music NPME22	School strategy question prompts	Music Hub support for developing this plan, with linked programmes	Info for pupils/parents/carers, including on school website
	<p>are very aware of the diverse nature of the children within our school, and have made sure that this is reflected in the music curriculum.</p> <p><i>Does input to the curriculum from music hub and/or other providers integrate into a logical progression framework?</i></p> <p>We have used charanga to ensure that we have produced a logical progression framework. We also looked at the Nottingham Music Hub Model Music Curriculum support documents to ensure that we were still covering all the necessary areas of the curriculum.</p>		
<p>FIRST ACCESS - INSTRUMENTAL LEARNING</p> <p>4. First access to instrumental learning for all children built into regular class time, at no cost to the pupil, through Whole Class Ensemble (WCET) or large group tuition</p>	<p><i>Is this first access programme properly embedded both in the school's curricular music offer and a clear progression strategy?</i></p> <p>The children all have access to instrumental learning throughout the music curriculum. The curriculum is sequenced to ensure that children get the opportunity to develop their skills on the recorder and the glockenspiel every year. The units that we have chosen follow the clear progression in Charanga and we also have a stand alone djembe drum unit, to introduce the children to an untuned instrument as well. All of this occurs through large group tuition within music sessions at no cost to the pupil.</p> <p><i>What reasonable adjustments are you making so that every child can access this programme?</i></p> <p>Every child in school has access to the Charanga Music programme within school. This happens in whole class sessions, so all children will be involved. Class teachers are aware of the children in their class that may need extra support to access the material, and will ensure that they have considered what strategies they can use to support</p>	<p>Music Hub offers Whole Class Ensemble or large-group programmes to all primary schools in the city – first access designed for year 4</p> <p>Nottingham progression framework for music KS1-2 demonstrates how WCET, based in year 4, forms part of carefully planned sequenced progression</p> <p>Music hub assessment sites for each school. Contact info@nottinghammusic hub.org.uk if you do not already have access to the one for your school</p> <p>Music Hub adapted instruments programme for SEND pupils (contact info@nottinghammusic hub.org.uk for info)</p>	<p>Information about the first access (WCET/large-group) programme, how it fits within the curriculum, and signposts to opportunities for continuing to learn an instrument afterwards</p>

DfE key features of high-quality school music NPME22	School strategy question prompts	Music Hub support for developing this plan, with linked programmes	Info for pupils/parents/carers, including on school website
	<p>these children. The charanga scheme breaks down instrument tuition into small steps, to make it as accessible as possible to all.</p> <p><i>Do classroom teachers participate in first access lessons, and support the specialist teachers in enabling pupils to engage fully, maximising the chances of success?</i></p> <p>Classroom teachers are delivering the first access lessons in school, so fully participate within these. This means that they are building up their own subject knowledge and confidence to maximise the chances of success for all pupils.</p>	<p>CPD for schools and classroom teachers – including possibility of instrumental training for staff</p>	
<p>PROGRESSION – BEYOND FIRST ACCESS</p> <p>5. Provide access to progression routes/lessons across a range of instruments and voice</p> <p>6. Access to small-group and 1:1 instrumental tuition as appropriate</p>	<p><i>How will pupils be supported to take instrumental learning beyond the core first access experience, and progress on their chosen instrument?</i></p> <p>Pupils are signposted to opportunities to join the Music Hubs ensemble groups which are available to all city schools. At the moment, we do not access any instrument tuition within school, so there are not progression opportunities within this. Teachers are asked to be aware of any children that are showing interests in a particular instrument, and then these children can be specifically signposted to experiences that may benefit them.</p> <p>Every pupil has been offered the opportunity to access individual music sessions through the company iRock. As a school we have 14 children signed up to this. They will get weekly instrument tuition and get to perform as part of a band.</p> <p><i>Have school and music hub developed a shared understanding of how best to do this most effectively?</i></p>	<p>Music Hub offer follow-on small/large group or 1-1 instrumental teaching and/or help to connect with other providers</p> <p>Music hub staff in schools available for discussion</p>	<p>Outline of available instrumental progression routes for beyond the initial first/access WCET experience</p>

DfE key features of high-quality school music NPME22	School strategy question prompts	Music Hub support for developing this plan, with linked programmes	Info for pupils/parents/carers, including on school website
	<p>Promoted through sending out flyers at the moment, perhaps Music Hub could come into school to promote the opportunities that they offer.</p> <p><i>How is this instrumental and vocal tuition incorporated into the school day through the timetable?</i></p> <p>At the moment it is just the first access available in school, and then children are able to join the choir (Tuesdays 3:15-4pm). The children that are part of the iRock scheme will access this weekly. Children sing and learn instruments as part of their charanga music lessons.</p>		
<p>INSTRUMENTS & PRACTICE FACILITIES</p> <p>7. Support for children to access instruments</p> <p>8. Provide space for rehearsals and individual practice and to store instruments</p>	<p><i>Is there a bank of instruments in school/across a trust available to access?</i></p> <p>Yes, there are instruments available to teachers, class sets of recorders, glockenspiels and djembe drums to ensure that our curriculum can be delivered effectively. There are also other instruments such as guitars and keyboards that can be used.</p> <p><i>Are there clear signposts to instrument loan schemes via the music hub or others?</i></p> <p>These have been sent out previously to parents, needs to be put on the website.</p> <p><i>What practice spaces and times are available to young musicians?</i></p> <p>Not been one identifies as yet.</p> <p><i>How many students are regularly accessing this provision?</i></p> <p>None</p>	<p>Music Hub Instrument loan scheme</p>	<p>Information about in-school instrument availability and links to music hub/other loan schemes</p> <p>Information about practice spaces available, when, and for what purpose</p> <p>Information about instrument storage and access</p>

DfE key features of high-quality school music NPME22	School strategy question prompts	Music Hub support for developing this plan, with linked programmes	Info for pupils/parents/carers, including on school website
	<p><i>What storage is available, and how can instruments be accessed by pupils for practice purposes?</i></p> <p>Instruments are stored in the music cupboard, pupils can ask to access these if they want to.</p>		
<p>SCHOOL CHOIRS AND ENSEMBLES</p> <p>9. Develop a school choir and/or vocal ensemble</p> <p>10. Develop a school ensemble/band/group</p>	<p><i>What school choirs and instrumental ensembles are available to pupils?</i></p> <p>Choir available to pupils on a Tuesday after school. iRock music company in school developing school bands. Currently 5 bands up and running that practice together every week. Instrumental ensembles promoted through the music hub.</p> <p><i>How does these reflect the local community and needs/interests of pupils?</i></p> <p>iRock appeals to children within the local community as there was not much uptake of the traditional orchestra, however children were more interested in joining a rock band. The choir takes part in community events, such as Christmas in the City and Meadows Sing. Children are consulted about the songs that are learnt in choir. More opportunities for community concerts are planned in.</p> <p><i>How can school ensembles impact on the local community?</i></p> <p>Performances from the choir that school community can be invited to, these will happen at Christmas and the end of the year.</p> <p><i>What percentage of the school population are involved with school choirs and instrumental ensembles?</i></p> <p>15 members of the choir.</p>	<p>Area Band network, based in schools, coming together regularly across the city</p> <p>Music Camp to support development of skills needed to play in an ensemble</p> <p>Music Hub singing strategy, resources/repertoire and CPD for school staff</p> <p>Resources on MusicHubSCHOOLS site: contact info@nottinghammusic hub.org.uk if you do not already have access</p> <p>Performance opportunities for school musicians throughout the year, live and sometimes online</p> <p>Music hub singing groups and ensembles</p>	<p>Information about school choirs and ensembles and how to get involved</p> <p>Links to music hub and other out-of-school support for choirs and ensembles</p>

DfE key features of high-quality school music NPME22	School strategy question prompts	Music Hub support for developing this plan, with linked programmes	Info for pupils/parents/carers, including on school website
	<p><i>How will these be timetabled to support broad pupil engagement and avoid clashes?</i> No other clubs run on a Tuesday after school to ensure that children can attend if they wish to.</p> <p><i>Does the music rehearsed and performed reflect diversity of musical genres and cultures?</i> Care is taken when choosing songs for choir that they link with the purpose of the performances we are working towards, as well as making sure that our children are represented in the song choices.</p>		
<p>PERFORMANCE OPPORTUNITIES</p> <p>11. Develop a termly school performance</p> <p>12. Provide opportunity to enjoy live performance at least once a year</p>	<p><i>What performance opportunities are planned each term in school and/or beyond the school?</i> School assemblies, EYFS/KS1 christmas performances, School Christmas concert, Year 6 end of year performance, Christmas in the City, Meadows Sing.</p> <p><i>Are there opportunities for regular classes as well as pupils learning in small/large groups/ensembles?</i> Classes are encouraged to perform to other classes in school, or to parents at the end of their music unit, to give all children the opportunity to perform.</p> <p><i>What percentage of the school population have the opportunity to perform?</i> All children have the opportunity to perform within their music lessons. Children in choir have multiple opportunities to perform throughout the year.</p> <p><i>How will you plan for each year group to experience live music at least once a year?</i></p>	<p>All Music Hub programmes in schools can contribute to performances, both in and beyond school</p> <p>Music hub events provide regular performance opportunities</p> <p>School and city ensemble performances featured on Music Hub YouTube channel</p> <p>Range of music hub/other opportunities for schools on music hub Twitter/FB feeds and school email bulletin: contact info@nottinghammusichub.org.uk if not already on mailing list</p>	<p>Calendar of performances, in and beyond the school (including music hub performances that school pupils participate in)</p> <p>Links to School/Music Hub YouTube channels for performances</p> <p>Programme of live events for each year group</p>

DfE key features of high-quality school music NPME22	School strategy question prompts	Music Hub support for developing this plan, with linked programmes	Info for pupils/parents/carers, including on school website
	<p>All children to attend a Christmas musical performance at Lakeside Arts.</p> <p>Could build in other opportunities for children to visit linked secondary schools to experience performances.</p>	<p>Music hub staff already in schools have potential to give short performances in school</p> <p>Music hub events such as: Great Orchestra Experiment Christmas in the City Other music hub events</p>	
<p>PROGRESSION ROUTES OUTSIDE SCHOOL</p> <p>13. Pupils access relevant local and national opportunities such as ensembles, choirs, workshops</p> <p>14. Pupils access routes into specialist national music provision where appropriate</p>	<p><i>How are you working with the Music Hub and /or wider Trust to identify appropriate out-of-school ensembles and other opportunities?</i></p> <p>Currently working with the music hub to promote the opportunities that they have within school.</p> <p><i>How many children are regularly engaging in music hub or other ensembles/workshops outside school?</i></p> <p>None</p> <p><i>How will you identify children who would benefit from more advanced specialist music provision?</i></p> <p>Music Lead to have discussions with class teachers about children that would benefit and then signpost these children specifically.</p>	<p>Area Band network Range of music hub ensembles Music Camp Music hub events and workshops</p> <p>Links to regional and national opportunities</p> <p>Music Hub can advise schools and/or broker connections to specialist national music providers</p>	<p>Links to music hub, trust and other ensembles signposted</p> <p>Specific opportunities signposted as and when appropriate</p>
<p>OVERCOMING BARRIERS</p> <p>15. Strategy to help students overcome</p>	<p><i>What support is in place for those who might face financial or other barriers?</i></p> <p>All children access 3 kinds of musical instrument tuition across their school career.</p>		<p>Signposting support for pupils to enable them to access follow-on small/large group tuition and</p>

DfE key features of high-quality school music NPME22	School strategy question prompts	Music Hub support for developing this plan, with linked programmes	Info for pupils/parents/carers, including on school website
<p>barriers pupils may face in progressing</p>	<p><i>Is the Pupil Premium being used to cover/subsidise costs of instruments/small-group tuition/accreditation?</i> No</p> <p><i>What support is available to enable pupils to come out of lessons to take part in small-group/1-1 instrumental and vocal tuition?</i> Pupils are able to access iRock music lessons in small groups.</p> <p><i>Do pupils know about and take advantage of the additional sessions run by the music hub to support progression through ensembles and working towards music exams?</i> Children/families have been made aware of them, working on promoting these more frequently to try and get more of our children to access these. Children are able to work towards music exams within the iRock ensembles.</p>	<p>Support sessions for YP working towards exams</p> <p>Support for learning through hub ensembles</p>	<p>ensembles both in school and through the music hub</p>