

Swindon
MUSIC
Service



SWINDON

SCHOOLS

MUSIC DEVELOPMENT PLAN

May 2023

Supported using public funding by



ARTS COUNCIL
ENGLAND

*Make*MUSIC
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How should the National Plan for Music Education (NPME) be used locally?

Together, the vision and three goals sets out the overarching ambition for music education and explain the national framework for music delivery. This will be realised at a local area level through the Music Hub partners, captured in the **Local Plan for Music Education**, covering music education in and out of school, and co-ordinated by the Music Hub lead organisation. [NPME pg 14]

At school level, it will be captured in the **school's Music Development Plan**, helping to show parents and children what they can expect from music education. [NPME pg 14]

National Plan for Music - Writing a school Music Development Plan

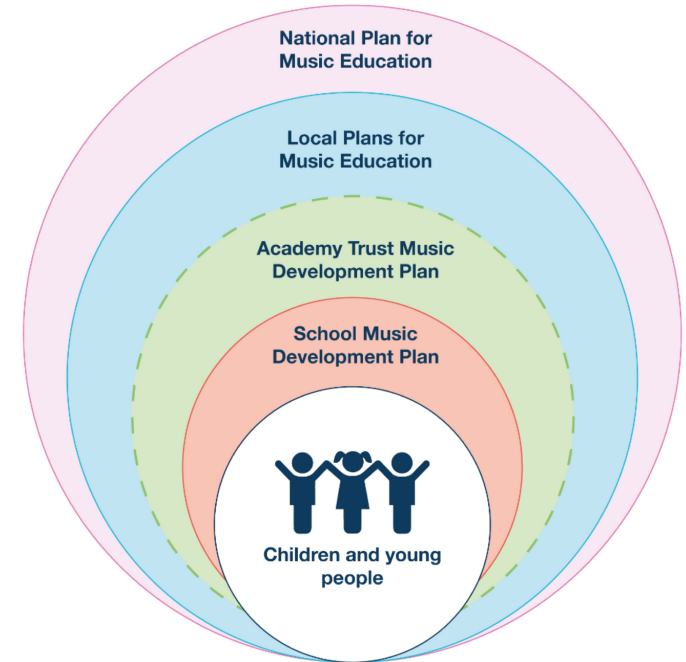
The new NPME [HERE](#) was launched in June 2022 and outlines how schools should deliver music education. Make Music Swindon has developed supporting resources to assist you in producing the plan with links at the end of this document.

The vision of the new plan is:

To enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests, including professionally. [NPME pg 8]

This means all children and young people:

- experience a broad musical culture in schools and education settings, **accessing high quality curricular and co-curricular music** and progressing into appropriate qualifications
- access the **expertise, instruments, technology, and facilities they need to learn, create and share their music**
- engage with a range of **enrichment opportunities to play and sing, to perform, create and experience live music**, and have their music heard
- have opportunities to **progress their musical interests and talents, and routes into a variety of music careers**
- are supported by a **skilled and dynamic workforce** [NPME pg 8]



Why write a music development plan?

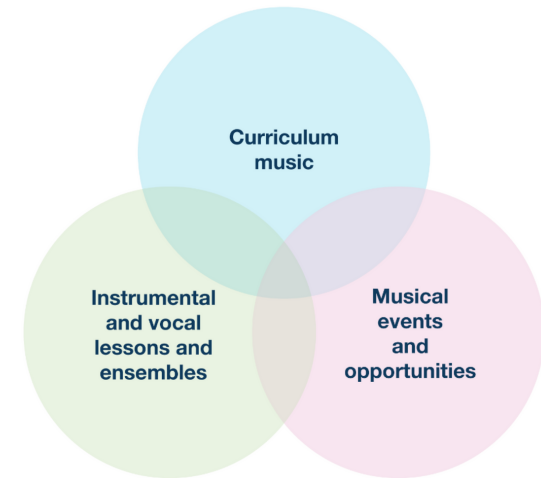
The NPME highlights the importance of developing a plan. The guidance is offered to assist you in writing your own for the school as well as highlighting some considerations for you to think about. The concept of the guidance is to be used as a starting point.

Music in schools

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 [NPME pg 18]



Model of music education originally created by Hampshire County Council's Music Service, 2013.
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Key features of the music development plan

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, against the key features set out:

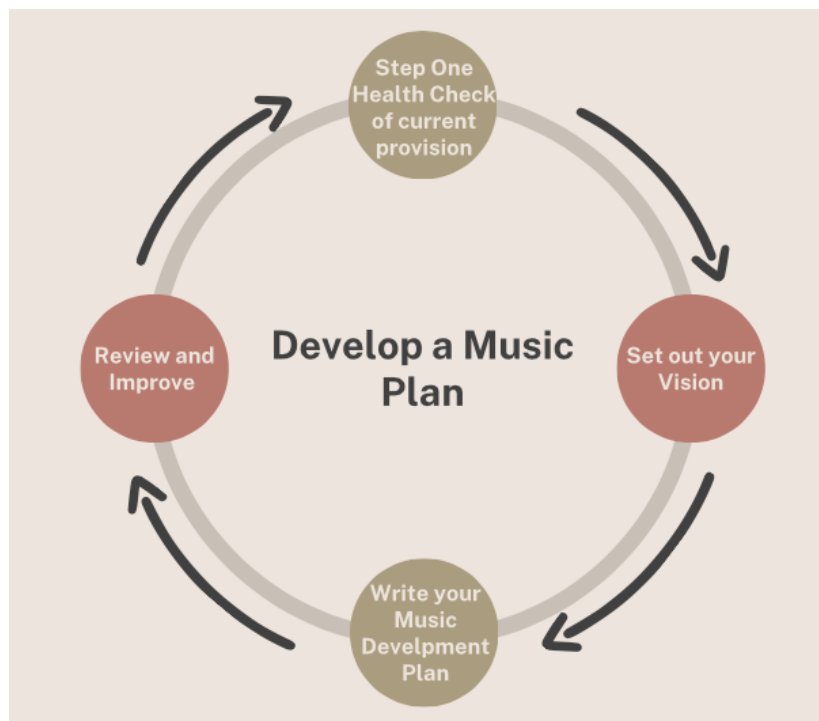
- timetable curriculum music of at least one hour each week of the school year for Key Stages 1 to 3
- access to lessons across a range of instruments and voice
- a school choir and/or vocal ensemble
- a school ensemble/band/group
- space for rehearsals and individual practice
- a termly school performance
- opportunities to enjoy live performances at least once a year [NPME pg 19]

How your school can put the plan together - Four steps to completing

Step One: Undertake a health-check by auditing your current offer

This process is to assess where you are now with regard to music provision offered in your school.

To achieve your ambition, it is likely to take time. Therefore, it is fundamental to consider precisely where your starting point will be. From that process you can decide where you would like to be but always keep in mind what is realistic.



Step Four: Time to Review your plan

As with most school action plans, you will need to periodically review and update your plan

Step Two: Set out your vision

Your Music Development Plan will assist you when putting music at the heart of your school.

The plan is designed to assist all staff to work together towards a music offer that all children deserve. To really ensure your plan is effective and supported, it is vital that your Head teacher, Senior Leadership Team (SLT) and board of governors share the same vision.

Step Three: Write your plan

At this stage it's time to write the plan of action. Remember you will need to be mindful of the key features identified in the NPME - see page 2 above. This, in turn, should assist you in achieving your vision statement.

Step One: Undertake a health-check by auditing your current offer


Before you set out your vision and write your plan, you will need to undertake an audit of your current offer. To support this process, the music hub as put together a template toolkit to assist you with this using the key features outlined on page 2 against the following headlines:

- Where is the school now?
- Rating of current position
- Where would the school like to be?
- How will you do it?
- Resources & budget

The evaluation toolkit consists of 4 areas, as follows:

- Curriculum
- Singing
- Tuition and ensembles
- School environment

The evaluation toolkit asks you, at column (3), to select from a dropdown, a statement that closely reflects where your school is now in each of the 4 sections outlined above.

| Area | Category | Where are we now? (Use Dropdown) | Where are we now? (Additional Notes - free text box) |
|------------|--------------------|---|---|
| (1) | (2) | (3) | (3a) |
| Curriculum | Curriculum outline | |  |
| | Assessment | Planned music curriculum for all year groups and skills are mapped progressively across Key Stages as guided by the In addition planned music curriculum for all year groups and skills are mapped p...tuition and ensembles are planned In addition planned music curriculum for all year groups and skills are mapped p...tuition and ensembles are planned | |
| | Timetabling | | |

The box to the right (column 3a), allows for free text to be entered. This is where you can provide more detail and also show how the school is meeting, or partially meeting, the selected statement.

The dropdown statements available for selection are as follows:

Curriculum outline

Planned music curriculum for all year groups and skills are mapped progressively across Key Stages as guided by the National Music Curriculum.

In addition planned music curriculum for all year groups and skills are mapped progressively across Key Stages as guided by the National Music Curriculum, whole class music, 1-1 tuition and ensembles are planned and embedded into the music curriculum so that they support the musical outcomes.

In addition planned music curriculum for all year groups and skills are mapped progressively across Key Stages as guided by the National Music Curriculum, whole class music, 1-1 tuition and ensembles are planned and embedded into the music curriculum so that they support the musical outcomes. Music curriculum is planned with consideration for transition taking into account the expectations of the KS3 curriculum and planning in collaboration with local secondary schools.

Assessment

There are limited opportunities to assess pupil progress and the school has little resources to monitor progress.

The planned assessment points throughout the year for the class teacher by using one method only (video, audio, written)

The planned assessment points throughout the year for the class teacher using a variety of methods (video, audio, written etc.) to track pupil progress. There are opportunities for self and peer assessment planned into all music lessons.

Timetabling

There is a dedicated music curriculum lesson on the school timetable each week for all year groups for a minimum of: KS1 30+ minutes, KS 2 45+ minutes.

Whole class instrumental lessons are timetabled in addition to curriculum music lessons in at least one year group

Continuation beyond the whole class instrumental lessons, small group, 1-1 tuition is scheduled within the school day.

Singing Assemblies

There are weekly singing assemblies for all pupils.

Music occasionally plays a role in school life.

Music is an important part of everyday life in the school.

Choirs

There is a school choir that rehearses weekly.

The school choir is led by either a specialist teacher or a competent member of staff who has expertise of leading a choir and practices healthy singing and takes part in at least one of the Hub Voice Festivals at the Wyvern theatre.

The school has multiple choirs and takes part in at least one Hub Voice Festival at the Wyvern theatre.

Whole Class Ensemble Tuition (iN2MUSIC)

WCET (iN2MUSIC) is delivered for 30 weeks on one instrument to one KS2 year group. WCET is timetabled for 45 minutes to 1 hour per week in KS2 and led by a competent musician. 10% of pupils choose to continue learning an instrument after WCET. The school ensures that there is an appropriate adult always supervising the WCET class.

The school has selected an instrument for WCET that promotes musical progression for their pupils. The school communicates effectively with the WCET teacher (if external). The school/teacher ensures there is an opportunity for performance to parents and peers at the end of the WCET year.

WCET is timetabled for 45 minutes to 1 hour per week in addition to the hour per week for curriculum music delivery. WCET is planned to successfully integrate into the school's music curriculum.

Instrumental and vocal tuition

The school engages with an outside agency to provide 1-1 and small group tuition on up to 2 different instruments. Up to 10% of the school population engages in instrumental tuition.

The school engages with an outside agency to provide 1-1 and small group tuition on more than 2 instrumental families. The school engages in live performances for all pupils to raise awareness of instrumental families highlighting opportunities for additional learning.

The school engages with an outside agency to provide 1-1 and small group tuition covering all instrumental families. Over 15% of the school population engages in instrumental tuition. Opportunities for your pupils to perform in both formal and informal settings regularly (by regularly we mean at least once per term). The school regularly engages and plans with their peripatetic tutors allowing for a consistent approach to music provision.

Leadership and Advocacy

There is a designated member of staff that is not a senior leader who has the responsibility for music and advocates for the subject across the school.

In collaboration with the designated leader, senior leaders drive the development of music across the school and advocate for the importance of music in school life.

A named governor takes responsibility for monitoring music; as a result, music is an integral part of the daily life of the school.

Pupil Voice

Pupil voice is taken into consideration when planning internal school events through informal discussions.

Pupil voice is taken into consideration when planning for participation in external events either through informal discussions or student council.

Pupil voice is taken into consideration when planning for the music curriculum, this could include repertoire selection or instruments of interest.

The value of music

Music only plays a small role or no role at all in school life.

Music occasionally plays a role in school life.

Music is an important part of everyday life in the school.

Inclusion

The school signpost learners to the hub's bursary for 1 - 1 learning. All music lessons are planned to use instruments/resources that are accessible and age appropriate to their pupils. All staff members teaching music have an awareness of the pupil needs in the class. Pupils have opportunities to listen to music from a range of cultures and traditions in all key stages.

The school plans to target pupils eligible for pupil premium and supports these pupils to engage in musical opportunities and tuition through this funding. The school provides additional support through resources to enhance accessibility. All teachers and staff know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Pupils have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.

Bespoke financial support is applied so that all pupils can access the curriculum and extra curricular opportunities. The school provides access to alternative instruments where necessary. Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these. Pupils have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical, Popular Music (defined broadly), and Traditional Music from around the world.

Resources & equipment

There are limited instrumental resources within the school, possibly only untuned percussion or a part set of class instruments.

There are a range of instruments within the school, including whole class sets of instruments (owned or hired from the music hub) for WCET (IN2MUSIC). The school has access to and uses teaching resources to support music teaching and learning (this could include online resources).

There is a dedicated space for music in the school. This equipment, with a range of tuned and untuned instruments and technology, is available for use. The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning.

Budget

There is limited budget for music provision outside of funding subsidies from Swindon's music hub.

The budget (including the subsidies from the music hub) is planned to support the delivery of music curriculum and supports resourcing the school.

There is a significant budget (including subsidies from the music hub) that is planned to support the delivery of the music curriculum as well as providing pupils with ample opportunity to broaden their musical experience.

CPD

The lead (music coordinator) member of staff for music undertakes music specific CPD every year.

The lead (music coordinator) member of staff is given opportunities by the school to share and upskill other staff members as a result of their CPD.

The lead (music coordinator) member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in the school life.

Partnerships


The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The school is exploring opportunities to work in partnership with other settings.

The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their music hub (including completion of the annual survey and regular attendance at network meetings).

The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and staff. This could include Arts Mark and Music Mark accreditation


Once you have done that, select a rating (column 4) by using the dropdown and choose: **Developing; Emerging; Engaging; Stretching** .

| |
|--|
| Rate your current offer enter = Developing; Emerging; Engaging; Stretching (Dropdown) |
| (4) |
| <div style="border: 1px solid black; padding: 2px;"> Developing Emerging Engaging Stretching </div> |



Column 5 is where you can select from the dropdown, '**where you would like to be**':

| Area | Category | Where are we now? (Use Dropdown) | Where are we now? (Additional Notes for supportive evidence - free text box) | Rate your current offer enter = not meeting; partially meeting; fully meeting | Where would you like to be? (Use dropdown) |
|------|--------------------|--|--|---|--|
| (1) | (2) | (3) | (3a) | (4) | (5) |
| | Curriculum outline | | | | |
| | | Planned music curriculum for all year groups and skills are mapped progressively across Key Stages as guided by the National Music Curriculum. In addition planned music curriculum for all year groups and skills are mapped p...tuition and ensembles are planned and embedded into the music curriculum so In addition planned music curriculum for all year groups and skills are mapped p...tuition and ensembles are planned and embedded into the music curriculum so | | | |
| | Timetabling | | | | |



Again, there is a free text box at (column 5a) where you can provide more detail about the selected statement at (column 5).

(Column 6) is a free text box where you can state how you intend to get to where you would like to be, and column (7) is where you will identify the resources and funding you will need to achieve your vision.

Step Two: Write your vision statement

You are now ready to write your vision statement. In the top box, is space for you to write your vision



An example of a vision is something like:

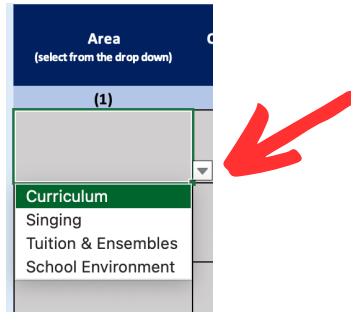
At [] School we aim for all our pupils to develop a life-long love of music, in a school with a musical atmosphere through a wide range of quality musical experiences which engage and inspire them. At the heart of the music curriculum are creativity, curiosity and excitement and children who are developing increased self-confidence, self-esteem and collaborative skills. We aim to build a curriculum with musical sound at the cornerstone with a progressive pathway for every child. Music opportunities will support children's mental health and allow them time to express their emotions.

Children will perform, listen and analyse critically, sing, improvise and compose music and understand the musical elements as building blocks within music.

Now you have your evaluation and set out where you would like to be and how you are going to get there. Remember, there are outside agencies that can assist you on your journey, but you will need to ensure that the budget and resources are available. Furthermore your music hub will be able to signpost you and point you in the right direction for resources that are available to support you.

Step Three: Write your Music Development Plan

At (column 1) use the dropdown to select an Area:

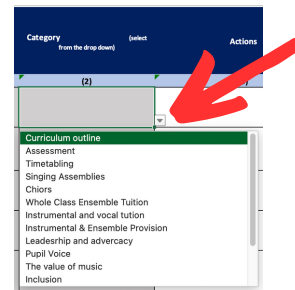


Area
(select from the drop down)

(1)

Curriculum
Singing
Tuition & Ensembles
School Environment

(Column2) also has a dropdown menu to select the category:

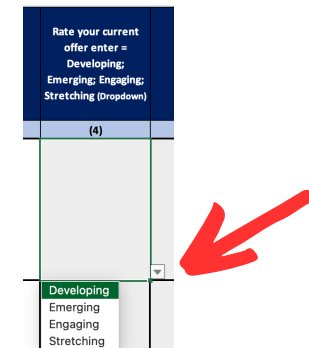


Category (select from the drop down) Actions

(2)

Curriculum outline
Assessment
Timetabling
Singing Assemblies
Chiors
Whole Class Ensemble Tuition
Instrumental and vocal tuition
Instrumental & Ensemble Provision
Leadership and advceracy
Pupil Voice
The value of music
Inclusion

(Columns 3, 4, 5 & 6) are free text boxes where you can set out your actions, deadlines, identify the required resources and what your evaluation strategy will be. Finally, you can rate the start of your journey by using the dropdown and selecting either: Developing, Emerging; Engaging; Stretching. The rating can also assist your evaluation as your actions progress.



Rate your current offer enter =
Developing;
Emerging; Engaging;
Stretching (Dropdown)

(4)

Developing
Emerging
Engaging
Stretching

Once you have completed your Music Development Plan, you will need to decide and agree with the School what your communication strategy will be to parents and pupils outlining your musical offer.

Step Four: Review and improve

When you originally undertook your Evaluation process using this toolkit, the column **'Where would you like to be'** is automatically populated into the column **'Where are you now'** in the Review and improve tab. Again there is a free text box where you can explain in more detail what progress you have made.

By reviewing your plan from time to time, completes the toolkit cycle: **EVALUATE, WRITE, REVIEW**. Once you have completed this process, you may wish to revisit your Development plan and update it for the next period.

Useful resources and where to get external help from:

You can access resources from the Music Hub website [HERE](#)

Useful Links:

SwindonMusic Service website [HERE](#)

National Plan for Music Education [HERE](#)

New Model Music Curriculum [HERE](#)

Partners of the music hub specialising in Years Years provision [HERE](#)

Partners of the music hub offering provision at KS 1 [HERE](#)

Partners of the music hub offering provision at KS 2 [HERE](#)