

SIPS

EDUCATION

School Music Development Plan

This template supports the DfE vision set out in the refreshed *National Plan for Music Education* (2022) for all schools to have a published School Music Development Plan by September 2023.

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Who should complete this form?

To set out the best vision for your development, we recommend that it is completed by the Music Lead along with a member of SLT. This will enable understanding to set realistic development actions for the subject.

1) Each section starts with Evaluation:

You should make an honest “best fit” evaluation of the school’s current musical outcomes and practices. There is space for you to detail further how you determine this best fit: choose from the following options:

Not yet in place	Working Towards	Established	Embedded
Needs priority support and development	Not yet fully in place, further development required, not yet sure of impact on outcomes, needing some support.	Effective in driving good outcomes for pupils, a strength of music in our school; some development may be required to maintain momentum or make further improvement	Highly effective in driving good or better outcomes for pupils, a real strength which our school would be willing to share with others.

2) Setting Actions: The process is only useful if you set out some deliverable actions. You can detail actions in the boxes below each category. *Five spaces have been provided but 1 or 2 would suffice to build your action*

Area	Set your school some actions here		Review date	Status
Curriculum	1			Yes
	2			In progress
	3			No

3) Review: You should review the actions you have set out, with your SLT, at least once in-year.

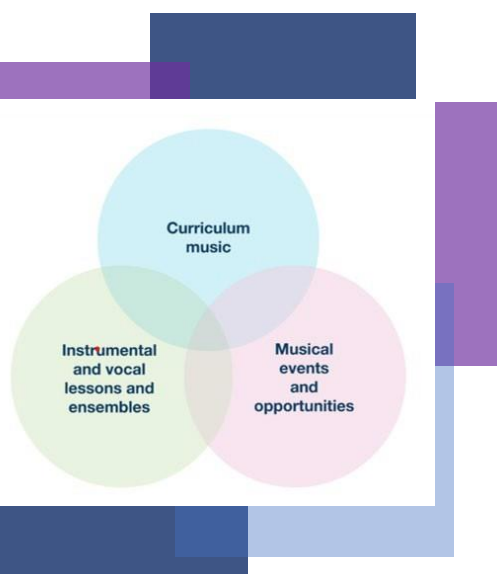
USING THIS TEMPLATE

This plan is intended to support School Leaders and Music Curriculum Leads to build upon their music offer and track improvements for music in their school.

This template is optional. If you have a plan, you do not need to do another one.

It will enable schools to evaluate their current music provision in the 3 focus areas identified within the National Plan for Music Education and to consider where these areas can be improved or developed.

The resulting Action Plan should be a “live” document to be reviewed and adapted termly.



CURRICULUM	Not yet in place	Working towards	Established	Embedded
	Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum. Progress over time is not measured or celebrated. There are limited resources for teaching. There are limited listening opportunities	Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups. Students engage with schemes of work and build areas of musical interest and growing skill. Pupils with additional needs are able to participate and engage with music-making. There is adequate teaching space and resources available. Pupils listen to diverse pieces of music with some knowledge.	The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear. Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding. Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. Pupils listen and comment on diverse pieces of music confidently.	Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events). Pupils can feedback, compare and contrast diverse music listened to using correct vocabulary sensitively
Our Curriculum best fit is: Working Towards				
Further Evaluation Detail	The school currently meets the 60 minutes of music teaching per week, which includes weekly lessons (30 minutes allocated), singing assemblies and opportunities at the beginning of daily assemblies to listen and comment on diverse pieces of music. The school currently uses Charanga as a scheme of work to support music teaching across the school. All pupils can access this, with staff differentiating where necessary. Resources are plentiful. However, spaces vary depending upon classroom size.			

Action Plan: Curriculum

Area	Set your school some actions here		Review date	Status
Curriculum	1	To develop a questionnaire to distribute to staff to gain an understanding of confidence levels and thoughts on the current music curriculum.	22/07/2024	Choose an item.
	2	To ensure that the current scheme of work meets current standards of the National Plan.	22/07/2024	Choose an item.
	3	Click or tap here to enter text.	Click or tap to enter a date.	Choose an item.
	4	Click or tap here to enter text.	Click or tap to enter a date.	Choose an item.
	5	Click or tap here to enter text.	Click or tap to enter a date.	Choose an item.
Curriculum Question Prompt:				
Is the music curriculum planned for in all year groups across Key Stages as guided by the National Curriculum?				
Is the music curriculum planned for in all year groups and skills sequenced progressively across Key Stages as guided by the National Curriculum?				
Is the curriculum planned with consideration for transition, taking into account the expectations of the KS3 curriculum?				
Are there opportunities for singing? Including an understanding of how to develop singing healthily and musically?				
Is teacher assessment musical? Do you know how to use assessment to drive 'getting better at' music?				
Are curriculum music lessons for each year group timetabled for 60+ minutes in line with aspirations of the National Plan?				
Do all curriculum music lessons take place in a suitable space or specialised music environment?				
Is there a timetable for termly performance (assemblies or recordings) – is there a practice culture?				
Is listening embedded into the music curriculum and linked to music activities, therefore leading to composition?				
How can staff be supported in their confidence to lead musical activities?				

Instrumental and Vocal Lessons and Ensembles	Not yet in place	Working towards	Established	Embedded
	Singing takes place infrequently in school. There are opportunities to perform for a small number of pupils. There may be barriers to participation. Facilitation of one to one and small group tuition is limited or inconsistent.	Singing and vocal work is frequent, varied and all students are engaged All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly. The school facilitates one to one and group tuition through Sandwell Music Service. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.	Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing. Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events. The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved. Links with Music Hub community events are becoming more apparent (community bands/SIPS singers/Shining Stars/Recital concerts)	A full, long-term singing strategy is in place that ensures progression for all students. The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact. Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully Students are able to take leadership roles in musical opportunities. The school is actively involved in national, largescale events.
Our Instrumental/ Vocal Lessons and Assemblies/ Ensembles best fit is: Established				
Further Evaluation	Singing assembly takes place weekly. These are hosted by a different member of staff each week, using pre prepared resources. All pupils have the opportunity to attend these and to experience high quality and age-appropriate songs. There is a choir after school club available to pupils across the whole school, which takes place weekly. Termly Rocksteady and Wind concerts take place (Christmas, Easter, End of year). Parents and other pupils from a range of year groups are invited to attend. Ukulele and Young Voices concert once per year. Each year group performs a class assembly throughout the year, which include singing and playing. The school has strong links with the music hub.			

Action Plan: Instrumental/ Vocal

Area	Set your school some actions here		Review date	Status
Instrumental/ Vocal	1	To calculate the percentage who access instrumental tuition both inside and outside of school.	.30/09/2024	Choose an item.
	2	To recruit new musicians for brass and woodwind tuition ready for September 2024	22/07/2024	Choose an item.
	3	Click or tap here to enter text.	Click or tap to enter a date.	Choose an item.
	4	Click or tap here to enter text.	Click or tap to enter a date.	Choose an item.
	5	Click or tap here to enter text.	Click or tap to enter a date.	Choose an item.

Instrumental/Vocal Lessons and Ensemble Prompt:

Does the school provide 1-1 and small group tuition from Sandwell Music Service on a variety of different instruments?

Do you know what % of the school population engage in instrumental tuition?

Do you know the average % for other schools in the ward and or city?

Are there opportunities for your pupils to perform in both formal and informal settings on an annual basis?

Does the school provide an opportunity for both KS1 and KS2 pupils to sing/play in an ensemble in school?

What are the barriers to running, rehearsing and curating ensembles in your school? How can they be overcome?

Are ensembles led by a competent musician?

Is there an annual/ termly concert event?

Is there an opportunity for the school ensembles to perform to parents or peers?

Do the ensembles in school enable children to perform a wide range of styles and genres?

Is time given for staff to run co-curricular musical ensembles?

Musical Events and Opportunities	Not yet in place		Working towards		Established		Embedded	
	Engagement with the Sandwell Music hub is limited.	The school takes up opportunities from the Sandwell Music Hub (such as the Big Sing event) and signposts opportunities for students.	The school makes the most of a wide range of opportunities from the hub, working with and supporting the Sandwell Music Hub.			The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting.		
	Small-scale performance takes place in the community, building on existing school links.	Community links are established with the music team; regular events take place throughout the school year.	Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education).			There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.		
	Some parents and carers support music-making in the school by attending events.	Parents and carers actively support music making, through support at events and through home learning.	The views of pupils, parents and carers have been considered when developing music provision.			Parents/carers and the wider community are actively involved in school music making		
			The school has links to the wider music eco-system and actively encourages students to join the Sandwell Music Service Ensembles. Students benefit from interactions with those working in the profession.			The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully		
	Our Musical Events/Opportunities best fit is: Working Towards							
Further Evaluation Detail	Young Voices and school carol concert takes place each year, which is well supported by parents and carers. Events outside of the school environment through SIPs are signposted by showing flyers and sending invites through text messages.							

Action Plan: Musical Events/Opportunities

Area	Set your school some actions here		Review date	Status
Musical Events and Opportunities	1	To arrange a live music performance for all pupils.	30/09/2024	Choose an item.
	2	To continue to take full advantage of CPD opportunities to continue to develop musical knowledge	Click or tap to enter a date.	In Progress
	3	To incorporate music within special events and celebrations across the school calendar (Sports Day, VIP assembly, religious festivals and PTA events).	06/01/2025	Choose an item.
	4	To source suitable music for lunch times.	.30/09/2024	Choose an item.
	5	Click or tap here to enter text.	Click or tap to enter a date.	Choose an item.
Musical Events and Opportunities Prompt:				
Is there a designated member of school staff (head of department/lead music teacher) who holds suitable qualifications/ experience for leading music in school?				
In collaboration with the designated music leader, do senior leaders drive the development of music across the school and advocate for the importance of music in school life.				
Is there a named governor who takes responsibility for monitoring music (arts)?				
Is Pupil voice is taken into consideration when planning the school music curriculum, events and opportunities?				
Does the school embrace music that is relevant to the pupils, nurturing and embracing their musical interests?				
Is Music an everyday or occasional part of school life?				

Budget, CPD and Partnerships

Area	Detail
What Budget and/or Resources do you need to achieve your action plan?	*Music Technology on iPads *Charanga – provide the children with a username and password for the online Charanga (YUMU) music making tool. Children can then access this at home and work on their compositions.
What CPD might be required to achieve your action plan?	*Deliver a Charanga CPD – contact SIPs
What Partnerships will you put in place to achieve your action plan?	*BD/KL to contact community organisations (local church, high schools and music groups)
Supporting Documents: This action plan might reference or need to be considered alongside other school's policies and procedures e.g. School Development Plan, Pupil Premium or Remissions policies.	*Complete a musical instrument audit to find out quantity of each instrument.

Budget, CPD and Partnership Prompt:

Are all music lessons planned to use instruments/resources that are accessible and age appropriate to their students.
Do children have to share instruments to participate or is there enough equipment for each student to have their own?
Do children in all key stages have opportunities to listen to music from a range of cultures and traditions?
Does the school ensure that students eligible for pupil premium can engage in musical opportunities and tuition through this funding?
Does the school provide any additional support through resources to enhance accessibility for children with additional needs?
Do Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical Music, Popular contemporary Music and Traditional Music from around the world?
Do children have access to computers/Macs/iPads etc. which may be sourced from/be in another department?
Is there are a range of instruments within the school, including whole class sets of instruments (loaned for free by the Music Service alongside WCIT tuition delivery)?
Is there any dedicated space or practice rooms for 1-1/small group music tuition within the school?
Is there a designated budget to support music making in school?
Does the lead member of staff for music undertake music specific CPD every year and access the offer of CPD from the Sandwell Music Service?
Does the lead member of staff share the learning to upskill staff members within their own department or across the school as a result of their CPD attendance?
Can the school demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision?
Does the school explore opportunities to work in partnership with other schools/ settings?
Does the school have any accreditation for its arts and cultural activity? e.g Music mark membership or Artsmark?

Appendix 1: Useful resources for teachers

Useful Resources for Schools

[CPD | Sandwell Music Education Hub](#) Your local Music Service – see important docs for schools for mode contracts, letters and advice on setting up instrumental teaching in school

Classroom 200 – 200 Pieces of classical music for Primary schools with all the accompanying teaching resources
<https://www.classroom200.org/login>

BBC 10 Pieces – High quality resources for Primary and Secondary schools
www.bbc.co.uk/tenpieces

Sing Up – Vocal resources for your school (annual membership required) and curricular resources
www.singup.org

[Charanga](#) – Digital music teaching resource (annual membership required, discounted for all primary schools in Sandwell)

Kapow - whole school music units supported with videos (Membership required)

Out of the Ark – A collection of songbooks for schools, including: musicals, assembly songbooks, nativities and leavers' songs, class assemblies, sing-along stories and curriculum-based learning.
www.outoftheark.co.uk

TES Collection – Resources linked to lesson planning, creative and cross-curricular for EYFS, KS1 and KS2
www.tes.com/articles/tes-collection-music-top-20

Music Express – An online resource for EYFS and Primary teachers
<https://subscriptions.collins.co.uk>

Musical Futures – A wide collection of resources to help deliver music in the classroom
www.musicalfutures.org

Garage Band – Apple's leading digital music-making tool
www.apple.com/mac/garageband

Music Mark – The National Association for Music Education

www.musicmark.org.uk

The Incorporated Society of Musicians (ISM) – Professional body for musicians and subject association for music

www.ism.org

Musical Contexts – provides teachers with quality, "ready to use", tried and tested and professionally presented resources for use in the primary and secondary music classroom. www.musicalcontexts.co.uk

Appendix 2: Staff Music Subject Knowledge & Skills Audit And CPD suggestions

Microsoft Forms Staff Music Audit

A staff audit template for gauging understanding, confidence and attitudes to leading musical activities is available through this link:

<https://forms.office.com/Pages/ShareFormPage.aspx?id=WIHI0XMBFEGHJ--ep2CEzBUWilxsOQdKntyJ-L7tX9hUOVZZV0w0V0dPU1Q2TVM3R0gxMVZMNIhLUC4u&sharetoken=6OTY9P6guT76gK7rwY8m>

Alternatively, this following form can be printed and completed by each member of school staff that may have responsibility of teaching.

Area of Knowledge, Skill or Understanding <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Your Performance skills: Please list any instruments you play or have studied previously and the approximate level you feel you have achieved.					
Performance Skills Classroom Instruments: Please list any classroom instruments you use and your proficiency in the context of the tasks set in lessons.					
Singing: What do you consider is your level of skill in vocal work in the context of leading class singing effectively in lessons.					
Preparing children for performance: What is your understanding of concert preparation and stage etiquette.					
Performance based CPD: Please list any performance based CPD you would like. This could be on particular instruments, singing or preparation for performance.					

Area of Knowledge, Skill or Understanding <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Improvisation: Your ability to improvise using the instruments/voice used in your scheme?					
Leading Improvisation: How skilled are you at leading and encouraging pupils to improvise in the scheme you use?					
Your Composing Skills: To what extent can you compose short pieces suitable for classroom groups and/or school ensembles?					
Composing in the Classroom: Your ability to teach, lead and encourage your students to compose in your scheme.					
Arranging Skills (class): Your ability to arrange pieces for students using classroom instruments.					
Arranging For School Ensembles: Your ability to arrange pieces for wider school ensembles					

Area of Knowledge, Skill or Understanding	Level of Knowledge, Skill or Understanding...				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	(tick appropriate column)				
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Primary Schools using a mix of specialist and non-specialist staff to teach music Composition/Improvising Please list any areas and in what context you would welcome CPD on.					
Notation: The National Curriculum encourages all pupils to learn and use notation. How confident are you in using and teaching notation to students.					
Notation: Please Indicate if you need notation CPD.	No		Yes – to learn notation myself and how to use this with pupils		Yes – I know notation myself but need guidance how to use notation with pupils
Conducting/Directing Ensembles in the Classroom or School: Please indicate your own skill and experience.					
Conducting/Directing: Please indicate here if you would welcome CPD on directing groups/ensembles and in what context/type of ensemble.	Please indicate here if you would welcome Conducting/Directing CPD?				

Area of Knowledge, Skill or Understanding	Level of Knowledge, Skill or Understanding...				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	(tick appropriate column)				
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Primary Schools using a mix of specialist and non-specialist staff to teach music					
The Inter-related Dimensions Of Music: Your understanding of pitch, duration, dynamics, tempo, timbre, texture, structure, and how these feature in all aspects of music i.e. performance, improvisation, composition, listening etc.					
Music Technology: Please Indicate any areas you have some experience of using.					
Using apps in teaching					Please list any apps or websites you use regularly.
Charanga musical school					
Making video recordings for performances/ assessment					

Area of Knowledge, Skill or Understanding <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Making audio recordings for performances/ assessment					
Experience/ Understanding of Music Traditions: Areas of music you may have some experience of personally or from your scheme					
Western Art Music: Renaissance, Baroque, Classical, Romantic, 20th Century.					
Popular Music: Blues, Jazz, Reggae, Rock, Soul, R n B, Contemporary Dance, Bhangra, Film, Theatre etc.					
Traditional Music: British and other traditions.					

Area of Knowledge, Skill or Understanding <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding... (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Music from other cultures and places: traditional, folk and cultures represented in the school community					
Areas of expertise not covered above: <i>This might include particular global music; multi-media applications or work that links with other art forms; or other musical expertise</i>					