**Curriculum Music:**

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| **Prompt:** | **1/2/3**  | **Notes** |
| Is music taught across the school and in every class for an hour a week at Key Stages 1-3? | **2** | **Included singing practice, performance practice etc.****Is this a target we are hitting already?** |
| Do you cover all aspects of the national curriculum for music (performing, composing and listening)? Are you/staff under confident in any particular area? | **2** | **Curriculum plan covers all of those areas, but monitoring of delivery is need (i.e. do teachers need CPD, support or something else?****Review during staff meeting****Performing and composing (notation?)** |
| Do you embed any aspects of the model music curriculum? | **3** | **What is the model music curriculum?**[**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/974366/Model\_Music\_Curriculum\_Full.pdf**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf)**Use for music choices from listening list.** |
| Do you know what CPD your staff need? Have you done a skills audit? | **2** | **CPD staff meeting taking place led by myself.** **Budget paying for CPD that can be accessed by all staff members.** |
| Do you have provision for music in EYFS? | **2** | **Music and singing is deeply imbed in EYFS. Nursery rhymes, doh disco, hello/goodbye songs.****How does it link to Year 1?** |
| Is singing embedded in your curriculum? | **2** | **Introduction to singing co-curricular via Charanga.****All music lessons involve some form of singing.****Singing takes place over Christmas for performances and choir.****Big Gig and Big Sing taking place this year.** |
| Are you confident with any curriculum scheme you use, e.g. Charanga?  | **1** | **Accessed lots of CPD around the use of Charanga and am confident to pass that on to other teachers.** |
| Are you able to offer pupils experiences using music technology? | **2** | **YuStudio for Year 5 and 6. Looking at using yumu for other year groups (needing more investigating).** |
| Are you confident with assessing/evidencing progression in music? | **3** | **What is music assessment? What do good look like? CPD for the future.****Where do I want Year 1 to be by Year 6 (what is realistic?)****Video evidence (this is a WAGOLL) – set up in teacher files** |
| Is your curriculum inclusive? How do you ensure that is the case for specific groups, e.g. SEND, LAC, EAL, etc.? | **2** | **Future RP being developed which would be able to target specific children.****Charanga is very visual that allows children with difficulty reading.** |
| **Key Actions:**1 = Confident / practice embedded 2 = Underway / in progress 3 = Needs work / key priority  |

**Co-Curricular: Instrumental and Vocal Lessons and Ensembles:**

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| **Prompt:**  | **1/2/3** | **Notes:** |
| Do you have an instrumental/vocal lesson offer? | **3** | **No. Ukulele teachers were in this year, however, budget doesn’t stretch for them this year. Hiring ukuleles and glockenspiels from Music Hub next year (with plans to use remaining budget for higher quality instruments the following year).****Choir practices over Christmas and we have begun to do weekly singing assemblies.****Asking the children if they want to learn an instrument.** |
| Do you have specialist visiting teachers coming into school? | **3** | **No. Currently we do not have the budget. We have applied for a grant which would help, but we are currently using our budget to up skill our teachers in order to leave more budget available for this in the future.** |
| Do you have a policy for children who can’t afford to pay for small group / instrumental lessons? | **3** | **With a high percentage of PP, many of our children cannot afford instrumental lessons. We are taking steps to improve this by upskilling our staff in order for ukulele and glockenspiels to be taught in lessons by class teachers.** |
| Is Pupil Premium funding used to support music provision where appropriate? | **2** | **See Craig** |
| Do you have a school choir/vocal ensemble? | **2** | **We have a choir at Christmas, with the hope of singing more often in school assembles. The choir was well received last year and will definitely be done again.** |
| Do you offer other extra-curricular opportunities do you offer? | **3** | **No. Can we link to Trust Schools?** |
| Is there a dedicated space in school where children can practice / have instrumental lessons? | **3** | **We are a very small school so space is tight. The libraries are sometimes available, but are often used for interventions.** |
| Do you have a plan to ensure progression from wider opportunities provision for those who are keen / have been identified as wishing to continue instrumental learning? | **3** | **With the completion of the Lemington Hub, hopefully there will be opportunities to use it for choirs and other music related events in the future.****Links to High School?**  |
| **Key Actions:**1 = Confident / practice embedded 2 = Underway / in progress 3 =Needs work / key priority |

**Enrichment: Musical Events and Opportunities**

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| **Prompt:** | **1/2/3** | **Notes** |
| Do your pupils take part in performance opportunities at school? | **1** | **The Lemington Experience is something that is pushed in our school, giving the children as much opportunity to experience things they wouldn’t necessarily be able to acces.****Choir, Christmas Plays, Big Gig, Big Sing.** |
| Do your pupils take part in performance opportunities outside of school?  | **3** | **Opportunities are offered to children to take part in, however, there is not a lot inside Lemington. Therefore, children have difficulties with travel.** |
| Do your children get the opportunity to hear live performances? | **1** | **Yes. The Lemington Experience.** |
| Do you know about any children who take part in musical activities outside of school? | **3** | **Currently not.** |
| Are you able to signpost children to musical activities outside of school (for example via the music hub)? | **2** | **Yes, opportunities are beginning to be signposted to children who are interested.** |
| **Key Actions:**1 = Confident / practice embedded 2 = Underway / in progress 3 =Needs work / key priority |

**Music Development Plan: Outline**

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| **Vision Statement** | **What is realistic to achieve in the next year (or be more positive about the here and now!)?** | At Lemington Riverside Primary School, we encourage pupils to develop a love of music by performing on instruments, singing, composing and listening to lots of different kinds of music in our curriculum lessons. We strive to provide children to develop their musicality, giving them to opportunity to learn an instrument and be confident in composing their own music. By September 2024, we aim to have a curriculum that flows from year group to year group, where the skills they learnt in EYFS are continuously built on up until Year 6. We aim to have teaching staff with improved confidence in delivering effecting music lessons, incorporating listening, performing and composing. |
| **Where do you want your Year 1 cohort to be by the time they leave primary school?** | Our long-term vision for music is that all pupils access high-quality weekly music lessons and can progress their learning by taking up an instrument or joining a musical group. That our children leave Lemington Riverside with a love of music, be that listening to, performing or composing. We aim for children to have a strong foundation in beat, rhythm and pitch giving them greater confidence in their own musicianship, and allowing them to develop their confidence and skill in performing and composing pieces of music. Each All pupils will get to regularly experience the joy of live performance in and outside of school. |
| **Curriculum Music:****Vision is to ensure that everyone can access the curriculum. We aim for assessment to drive progress.** | **Key Short Term Actions*** Work with EYFS coordinator to look at music provision and how it progresses into Year 1.
* Establish a system of collecting video evidence across key stages to develop a bank of examples of good practice in school.
* To upskill staff with curriculum software (Charanga and YuStudio) and ukuleles (supporting teachers in learning the instrument to a standard where they are able to teach).
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| **Co-Curricular:****Our vision is to provide a choirs for children to take part in, give children the opportunity to learn an instrument and support teachers in using music in the classroom (separate from specific music lessons).** | **Key Short Term Actions*** Develop a staffs skills with ukulele and glockenspiel with staff meetings, charanga and other online support systems.
* Develop a more consistent choir through school (not just focusing on Christmas).
* Using CPD from the Music Hub or myself to develop staff skills using everything that Charanga has to offer.
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| **Enrichment:****Vision is to make links with a range of organisations so that our pupils can access lots of live performances and feel able to bring their experiences back into school.**  | **Key Short Term Actions*** Include information about music hubs’ offer on school website.
* Audit pupils who take part in opportunities outside of school.
* Talk to High Schools about Music opportunities they can offer to us and what they expect from our children.
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**Music Development Plan: Example Working Action Plan 2023-24**

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| **Vision:** At Lemington Riverside Primary School, we encourage pupils to develop a love of music by performing on instruments, singing, composing and listening to lots of different kinds of music in our curriculum lessons. We strive to provide children to develop their musicality, giving them to opportunity to learn an instrument and be confident in composing their own music. By September 2024, we aim to have a curriculum that flows from year group to year group, where the skills they learnt in EYFS are continuously built on up until Year 6. We aim to have teaching staff with improved confidence in delivering effecting music lessons, incorporating listening, performing and composing.Our long-term vision for music is that all pupils access high-quality weekly music lessons and can progress their learning by taking up an instrument or joining a musical group. That our children leave Lemington Riverside with a love of music, be that listening to, performing or composing. We aim for children to have a strong foundation in beat, rhythm and pitch giving them greater confidence in their own musicianship, and allowing them to develop their confidence and skill in performing and composing pieces of music. Each All pupils will get to regularly experience the joy of live performance in and outside of school. |
| **Area** | **Action** | **Resourcing/next steps:***Time? Money? Resources? CPD?* | **Staff Responsible***No, not just you….* | **Priority (1-3 / 1=high)** |
| **Curriculum Music:**Vision is to ensure that everyone can access the curriculum. We aim for assessment to drive progress.  | Work with EYFS coordinator to look at music provision.  | Time when the 3 of us can talk about music provision, potentially in PPA time. | Dan, Vicky and Michelle | 3 |
|  | Establish a system of collecting video evidence across key stages to develop a bank of examples of good practice in school. | iPad are already in school and capable of uploading video to the Teacher Drive.Teacher are aware of how to upload photos etc. but may need showing where to upload videos too. | All teaching and covering staff | 1 |
|  | To upskill staff with curriculum software (Charanga and YuStudio) and ukuleles (supporting teachers in learning the instrument to a standard where they are able to teach). | CPD – currently planned for Tuesday 20th JuneUkulele CPD to be planned in (either during staff meeting time or one-to-one).Charanga CPD available through the Music Hub and accessible from upto 5 members of staff per session (£150 a year paid through Music Budget) | Dan – leadingAll teaching and covering staff | 2 |
| **Progression Strategy**  | **Co-Curricular:**Our vision is to provide a choirs for children to take part in, give children the opportunity to learn an instrument and support teachers in using music in the classroom (separate from specific music lessons). | Develop a staffs skills with ukulele and glockenspiel with staff meetings, charanga and other online support systems. | Ukulele CPD to be planned in (either during staff meeting time or one-to-one). It will have to take place after September when the ukuleles are delivered. | Dan – leadingAll teaching and covering staff | 2 |
|  |  | Develop a more consistent choir through school (not just focusing on Christmas). | Time – finding consistent times when we can practice and space that we can practice in. | Dan, Craig, any staff who would like to be part of the choir. | 2 |
|  |  | Using CPD from the Music Hub or myself to develop staff skills using everything that Charanga has to offer. | CPD available through the Music Hub and accessible from upto 5 members of staff per session (£150 a year paid through Music Budget) | All teaching and covering staff | 2 |
|  | **Enrichment:** Vision is to make links with a range of organisations so that our pupils can access lots of live performances and feel able to bring their experiences back into school.  | Talk to High Schools about Music opportunities they can offer to us and what they expect from our children. | Dan to getting information from SLT about the school which Lemington is feeding into. Then, to send an email about possibilities of having their music teachers coming into school and delivering some sessions.Begin the conversation between our school about what is expected from our Year 6’s when they come up and what our Year 6’s are able to do. | Dan (with SLT support) | 2 |
|  |  | Include information about music hubs’ offer on school website/social media. | Continue the conversation with Georgina and Gareth about what can be offered by them and the opportunities that can be advertised on our school website.Creating a section on our website/social media dedicated to these opportunities. | Dan (with SLT support)Georgina and Gareth (Music Hub) | 2 |
|  |  | Audit pupils who take part in opportunities outside of school. | Audit sent around school in September, finding out which children take part in musical activities in school and what they do.How can we support these activities in school and help nurture the children’s talents. | Dan and all class teachers | 3 |

**Music Development Plan: Review**

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| **Vision:**At Lemington Riverside Primary School, we encourage pupils to develop a love of music by performing on instruments, singing, composing and listening to lots of different kinds of music in our curriculum lessons. We strive to provide children to develop their musicality, giving them to opportunity to learn an instrument and be confident in composing their own music. By September 2024, we aim to have a curriculum that flows from year group to year group, where the skills they learnt in EYFS are continuously built on up until Year 6. We aim to have teaching staff with improved confidence in delivering effecting music lessons, incorporating listening, performing and composing.Our long-term vision for music is that all pupils access high-quality weekly music lessons and can progress their learning by taking up an instrument or joining a musical group. That our children leave Lemington Riverside with a love of music, be that listening to, performing or composing. We aim for children to have a strong foundation in beat, rhythm and pitch giving them greater confidence in their own musicianship, and allowing them to develop their confidence and skill in performing and composing pieces of music. Each All pupils will get to regularly experience the joy of live performance in and outside of school. |
| **Area** | **Action** | **Autumn 2023****(1,2,3)** | **Spring 2024****(1,2,3)** | **Summer 2024****(1,2,3)** | **Notes** |
| **Curriculum Music** | Work with EYFS coordinator to look at music provision.  | 3 |  |  | I am the current Reception teacher and I am working with the EYFS around music and use of Nursery Rhymes |
| Establish a system of collecting video evidence across key stages to develop a bank of examples of good practice in school. | 1 |  |  | In place, however, there are a few issues.iPad sharing system is failing in some iPads and staff are not sharing videos of lessons taking place. |
| To upskill staff with curriculum software (Charanga and YuStudio) and ukuleles (supporting teachers in learning the instrument to a standard where they are able to teach). | 2 |  |  | Staff meeting has taken place it update staff on new curriculum. MusicalMates looking to come into school to teach instruments in Spring 24. |
| **Instrumental and Vocal Lessons / Ensembles** | Develop a staffs skills with ukulele and glockenspiel with staff meetings, charanga and other online support systems. | 3 |  |  | Ukuleles currently on hold until the Summer Term. I need to offer out more CPD to staff. |
| Develop a more consistent choir through school (not just focusing on Christmas). | 3 |  |  | Mr Heeley has taken over the choir for Christmas |
| Using CPD from the Music Hub or myself to develop staff skills using everything that Charanga has to offer. | 2 |  |  | I need to offer out more CPD to staff. |
| **Musical Events and Opportunities**  | Talk to High Schools about Music opportunities they can offer to us and what they expect from our children. | 3 |  |  | No contact made yet. Will look to do in the Spring Term. |
| Include information about music hubs’ offer on school website/social media. | 3 |  |  | Will look to do in the Spring Term. |
| Audit pupils who take part in opportunities outside of school. | 3 |  |  | Will look to do in the Spring Term. |

1 = Confident / practice embedded 2 = Underway / in progress 3 = Needs work / key priority