

## Step 1 – A Vision for Music In Your School 2024-2025

### Overarching Vision

#### *Prompts*

*How do you want music to look and feel in your school? What is your ultimate goal?*

*The vision should feel positive. The vision should feel aspirational*

#### **The vision for music education in our school is....**

At Inspire Multi Academy Trust, we are committed to ensuring the effective delivery of a music curriculum that is accessible to all our children. Music is a practical, creative subject, which should enhance the lives and learning of all children. Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Music reflects our culture and society and so the teaching and learning of music enables children to better understand the world they live in. Our children will focus on a variety of key musicians linked to their topics and they will begin to understand the development of their particular music and how that may have impacted our lives.

### Curriculum Aims

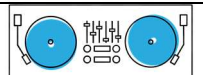
#### *Prompts:*

*What is your aim for the music curriculum in the school? What do you aim for progression to look like?*

*Your aims should be realistic within your setting. Your aims should be in line with the wider school curriculum aims.*

#### **We aim for our curriculum to be...**

Our aim is to promote enthusiasm for and the enjoyment of, music in all its forms and also to develop musical skills and knowledge. By engaging children in musical experiences we can offer our children opportunities to develop skills, attitudes and attributes that can support learning in other areas as well as developing life skills such as listening skills, the ability to concentrate, creativity, self-confidence and a sensitivity towards others.



### Co-Curricular Aims : Instrumental and vocal lessons and Ensembles

*Prompts: What is your ambition for embedding vocal and instrumental lessons and ensembles in the school?*

*What are your aims for the musical progression of the children and young people in your school?*

#### **We aim for our co-curricular offer to be...**

We aim to promote enthusiasm and the enjoyment of music in all forms, including vocal and instrument lessons and ensembles in school. We aim to develop the speaking, listening and performing skills of our children to develop their confidence and life skills and attributes to support them in further life.

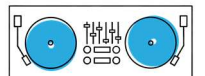
### Enrichment Aims : musical events and opportunities

*Prompts: What is your aim for embedding enrichment opportunities in the school life?*

*What do you strive to achieve in the breadth of your enrichment offer? For example, access to live performances in and out of school, performance opportunities for students etc...*

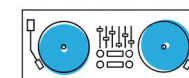
#### **We aim for our enrichment offer to be...**

We aim to provide our children with as many opportunities for musical enrichment throughout their school life including live musical performances in and out of school as well as our children having the opportunity to perform in and out of school across the school year. We provide opportunities for music lessons including end of year musical performances to showcase their learning as well as give opportunities to the school choir to perform within the local community.

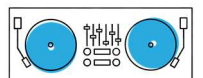


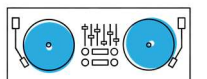
**Step 2: Music Development Plan: Self-Assessment**

Curriculum Music		
1 = Confident / practice embedded	2 = Underway / in progress	3 = Needs work / key priority
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?	1	All classes in school – EYFS – Y1 have a weekly Music session, which is evidenced within a floor book.
Do you cover all aspects of the national curriculum for music (performing, composing and listening)? Are you/staff underconfident in any particular area?	2	All aspects of the National Curriculum are covered in our music curriculum. Not all staff are music specialists – they are supported by the Charanga programme.
Do you embed any aspects of the model music curriculum?		
Do you know what CPD your staff need? Have you done a skills audit?	2	
Do you have provision for music in EYFS? (Primary specific)	1	Music is embedded throughout our Early Years Foundation Stage
Do you have provision for KS 4? (Secondary specific)		N/A
Is singing embedded in your curriculum?	1	Weekly choir sessions and weekly whole school singing assemblies
If applicable, are you confident with any external curriculum scheme you use, e.g. Charanga/Sing Up?	1	Charanga is used effectively across school
Are you able to offer pupils experiences using music technology?	3	



Are you confident with assessing/evidencing progression in music?	2	Weekly music evidence in floor books including Pupil Voice
Is your curriculum inclusive? Do you ensure that barriers are removed and all participants' needs are catered for e.g. SEND, Cared For, EAL, etc.?	1	Fully inclusive in all areas
Are you including opportunities for Youth Voice in your curriculum design and evaluation? Do you know what the children and young people you work with enjoy musically outside of school and are you catering for this to support them to stay engaged?	3	
<p>For primary settings: are you connected with the music lead in the secondary settings the children and young people in your school attend after year 6 to support them with musical transition?</p> <p>For Secondary settings: are you connected with the music lead in the primary schools the children and young people in your settings attend before your setting to support with musical transition?</p>	2	
<p><b>Reflect : Key Priorities for this academic year:</b></p> <ul style="list-style-type: none"> <li>• <b>Youth Voice</b></li> <li>• <b>Secondary transition</b></li> <li>• <b>Musical Technology</b></li> </ul>		





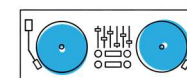
**Co-Curricular: Instrumental and Vocal Lessons and Ensembles**

1 = Confident / practice embedded

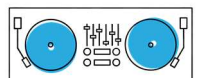
2 = Underway / in progress

3 = Needs work / key priority

Prompt:	1/2/3	Notes
Do you have a small group or 1:1 instrumental/vocal lesson offer?	1	Small group and 1:1 (instrument lessons) and vocal ensemble (choir) weekly
Do you have specialist visiting teachers coming into school?	1	David Smith weekly for guitar, cornet and trombone lessons
Do you have a clear policy for children who can't afford to pay for small group / instrumental lessons? Is this clearly visible for families?	1	
Is Pupil Premium funding used to support music provision where appropriate?	1	Where appropriate to support instrumental lessons
Do you have a school choir/vocal ensemble?	1	Weekly choir who go out throughout the year to promote local community links
Do you offer other extra-curricular opportunities do you offer?	2	Instrument lessons and choir weekly
Is there a dedicated space in school where children can practice / have instrumental lessons?	2	



Is your co-curricular offer inclusive? Are barriers removed to ensure all can participate?	1	Fully inclusive and offered to all students
Do you have a plan to ensure progression from curriculum music lessons to co-curricular activity is relevant and accessible?	2	
Do you have a plan to ensure progression and signposting from in school co-curricular activity to city wide ensembles/activity happens?	2	
<b>Reflect : Key Priorities for this academic year:</b> <ul style="list-style-type: none"><li>• Extra-curricular opportunities</li></ul>		



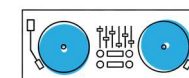
**Enrichment: Musical Events and Opportunities**

1 = Confident / practice embedded

2 = Underway / in progress

3 = Needs work / key priority

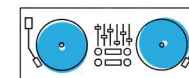
Prompt:	1/2/3	Notes
Do your pupils take part in performance opportunities at school?	2	Choir performances throughout the year. Musical instrument performances.
Do your pupils take part in performance opportunities outside of school?	2	Local community links – care homes etc.
Do your children get the opportunity to see/hear live performances?	3	
Do you know about any children who take part in musical activities outside of school?	2	
Are you able to signpost children to musical activities outside of school (for example via the music hub)?	2	Music Hub opportunities shared to parents
Do you have strong partnerships with local/regional organisations to support the breadth of your offer?	2	
<p><b>Reflect : Key Priorities for this academic year:</b></p> <ul style="list-style-type: none"> <li>• Opportunities to hear/see live performances</li> </ul>		

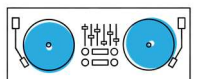


### Step 3 - Music Development Plan: Plan of Action

Reflecting on the findings from the audit create an action plan that develops your school's music offer realistically over the next academic year and addresses gaps you have identified in the three priority areas.

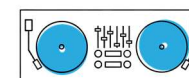
Curriculum Music					
Action	Resourcing/next steps: <i>Time? Money? Resources? CPD?</i>	Staff Responsible <i>No, not just you....</i>	Priority (1-3 / 1=high)	Completion Date	Review Date
Youth Voice – supporting engagement in and out of school Music questionnaire to give out – pupils and staff	<ul style="list-style-type: none"> <li>• CPD for staff</li> <li>• Time for Music Lead</li> <li>• Organisation of events</li> </ul>	Music Lead, SLT	2	2024/2025	Autumn 2024
Secondary transition Contact Music Lead at local feeder school (Kepier) to support 2024/2025 transition	<ul style="list-style-type: none"> <li>• Time</li> <li>• Possible visits to Kepier/within school</li> </ul>	Music Lead at Kepier, Y6 teacher	1	Summer 2025	Autumn 2024
Musical Technology Contact Music Hub to support with funding opportunities and CPD opportunities for use of musical technology within the music curriculum	<ul style="list-style-type: none"> <li>• Money for technology</li> <li>• CPD for staff</li> </ul>	Music Lead, SLT	2	2024/2025	Autumn 2024





Co-Curricular Music					
Action	Resourcing/next steps: <i>Time? Money? Resources? CPD?</i>	Staff Responsible <i>No, not just you....</i>	Priority (1-3 / 1=high)	Completion Date	Review Date
Contact Music Hub with support to organise extra-curricular opportunities for all children	<ul style="list-style-type: none"> <li>• Time</li> <li>• Money</li> </ul>	Music Lead/SLT	2	2024/2025	Autumn 2024

Enrichment: Musical Events and Opportunities					
Action	Resourcing/next steps: <i>Time? Money? Resources? CPD?</i>	Staff Responsible <i>No, not just you....</i>	Priority (1-3 / 1=high)	Completion Date	Review Date
Contact Music Hub with support to organise opportunities for children to hear/see live performances	<ul style="list-style-type: none"> <li>• Time</li> <li>• Money – transport</li> </ul>	Music Lead/SLT/Music Hub	2	2024/2025	Autumn 2024



### Step 1 - Example

#### Overarching Vision

##### *Prompts*

*How do you want music to look and feel in your school? What is your ultimate goal?*

*The vision should feel positive. The vision should feel aspirational*

**The vision for music education in our school is....** to work inclusively to encourage children and young people to develop a lifelong love of music and to have the opportunity to engage with a breadth of music making throughout their time in our school. Our ambition is to create a culture where music is celebrated, and musical interest and potential is nurtured and developed through a wide range of curricular, co-curricular and enrichment experiences that allow students to access and explore their music making through a range of opportunities and platforms.

#### Curriculum Aims

##### *Prompts:*

*What is your aim for the music curriculum in the school? What do you aim for progression to look like?*

*Your aims should be realistic within your setting. Your aims should be inline with the wider school curriculum aims.*

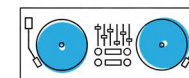
**We aim for our curriculum to be...** progressive and representative of the diverse children and young people we serve. Through consultation with children and young people our curriculum is designed to be engaging and allow children to develop skills and progress in composing, performing, appraising, improvising, music technology and singing to allow them to develop their whole musical self and progress to co-curricular activity should they wish to do so. We use elements of the Sing Up curriculum and our progressive curriculum has been designed to meet the requirements of the Model Music Curriculum.

#### Co-Curricular Aims : Instrumental and vocal lessons and Ensembles

*Prompts: What is your ambition for embedding vocal and instrumental lessons and ensembles in the school?*

*What are your aims for the musical progression of the children and young people in your school?*

**We aim for our co-curricular offer to...** be designed with inclusion at the core and build on the skills developed in our curriculum music lessons and offer further opportunity to children and young people with a passion for developing as musicians. We aim to offer Classroom Instrumental Learning in KS1 and high quality, weekly small group and 1:1 instrumental lessons across a range of instruments in KS2 delivered by professional musicians. Our ensembles are designed in consultation with children and young people and are free of charge to all participants and delivered by a music specialist. They are designed to build on the curriculum music tuition offer and offer the opportunity for children to develop their musicianship in a focussed and creative environment that responds to their musical interests. Furthermore, we strive to embed opportunities for progression and signposting into our enrichment work and aim to build positive relationships with families and support them to find the right out of school opportunities for their children and young people.

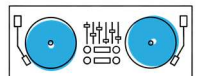


### Enrichment Aims : musical events and opportunities

*Prompts: What is your aim for embedding enrichment opportunities in the school life?*

*What do you strive to achieve in the breadth of your enrichment offer? For example, access to live performances in and out of school, performance opportunities for students etc...*

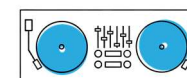
**We aim for our enrichment offer to be...** broad in terms of genre and style and engaging and accessible to all. It is designed in partnership with our music hub. We believe that all children have the right to experience a range of musical opportunities and experiences both inside and outside of school at all ages and stages of their development. We engage in all available out of school singing and instrumental performance opportunities and visiting music tours actively seek signposting opportunities and strive to remove barriers for our children and young people to have access to experiencing live music, ensuring that access to live music is a priority for all.



**Step 2 – Example**

Curriculum Music					
Action	Resourcing/next steps: <i>Time? Money? Resources? CPD?</i>	Staff Responsible <i>No, not just you....</i>	Priority (1-3 / 1=high)	Completion Date	Review date
<i>Work with EYFS coordinator to look at music provision.</i>					
<i>Establish a system of collecting video evidence across key stages to develop a bank of examples of good practice in school.</i>					
<i>Set up termly pupil voice activities around music for those with SEND across Key Stage 2.</i>					

Co-Curricular Music: Instrumental and vocal lessons and Ensembles					
Action	Resourcing/next steps: <i>Time? Money? Resources? CPD?</i>	Staff Responsible <i>No, not just you....</i>	Priority (1-3 / 1=high)	Completion Date	Review date
<i>Put out a survey to parents/carers to find out which instruments pupils are interested in learning.</i>					
<i>Establish an open-access choir for KS2 pupils.</i>					
<i>Work with our music tutor to offer a trial of small-group ukulele lessons after whole-class provision in Year 3.</i>					



**Enrichment: Musical Events and Opportunities**

Action	Resourcing/next steps: <i>Time? Money? Resources? CPD?</i>	Staff Responsible <i>No, not just you....</i>	Priority (1-3 / 1=high)	Completion Date	Review date
<i>Establish one whole-school music performance per year for those who play an instrument.</i>					
<i>Include information about music hubs' offer on school website.</i>					
<i>Audit pupils who take part in opportunities outside of school.</i>					

