

School Music Development Plan Summary CPD



This Session will cover

- Brief recap of the past 3 years, Model Music Curriculum and National Plan for Music
- Structure of the New Music Hub
- School Music Development Plan Summaries
- What Coventry Music can do to support



The aim of the Model Music Curriculum March 2021

The aim of the MMC is to ensure a universal provision of music education, for all pupils in all schools. In time and resources, this provision is as follows:

- **At Key Stages 1 and 2, pupils should receive a minimum of one hour of teaching a week;** this may take the form of short sessions spread across the week.
- **In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme** lasting a minimum of one term. The mandatory term will be supported by teachers from the local Music Education Hub. Opportunities for development should continue beyond the mandatory term.
- There should be **access to both rhythmic and melodic instruments in Key Stages 1 and 2;** this may be as part of the whole-class instrumental programme and/or in other classroom teaching.
- **Music should have a minimum of one weekly period the whole way through Key Stage 3.** Carousels are not a substitute that fit with the values of comprehensive education.



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The Vision . . .

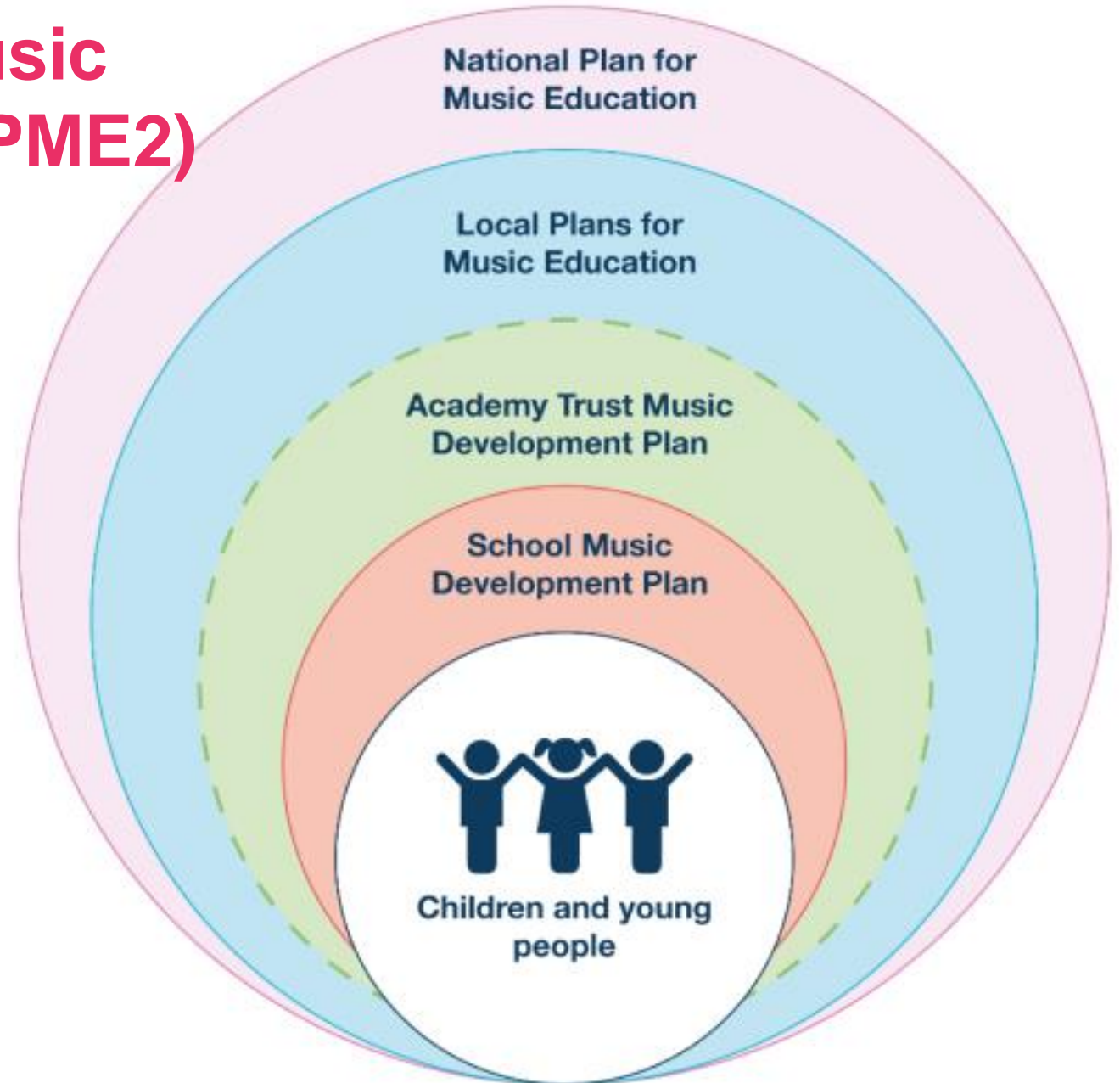
Our vision is to enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally.

- 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**



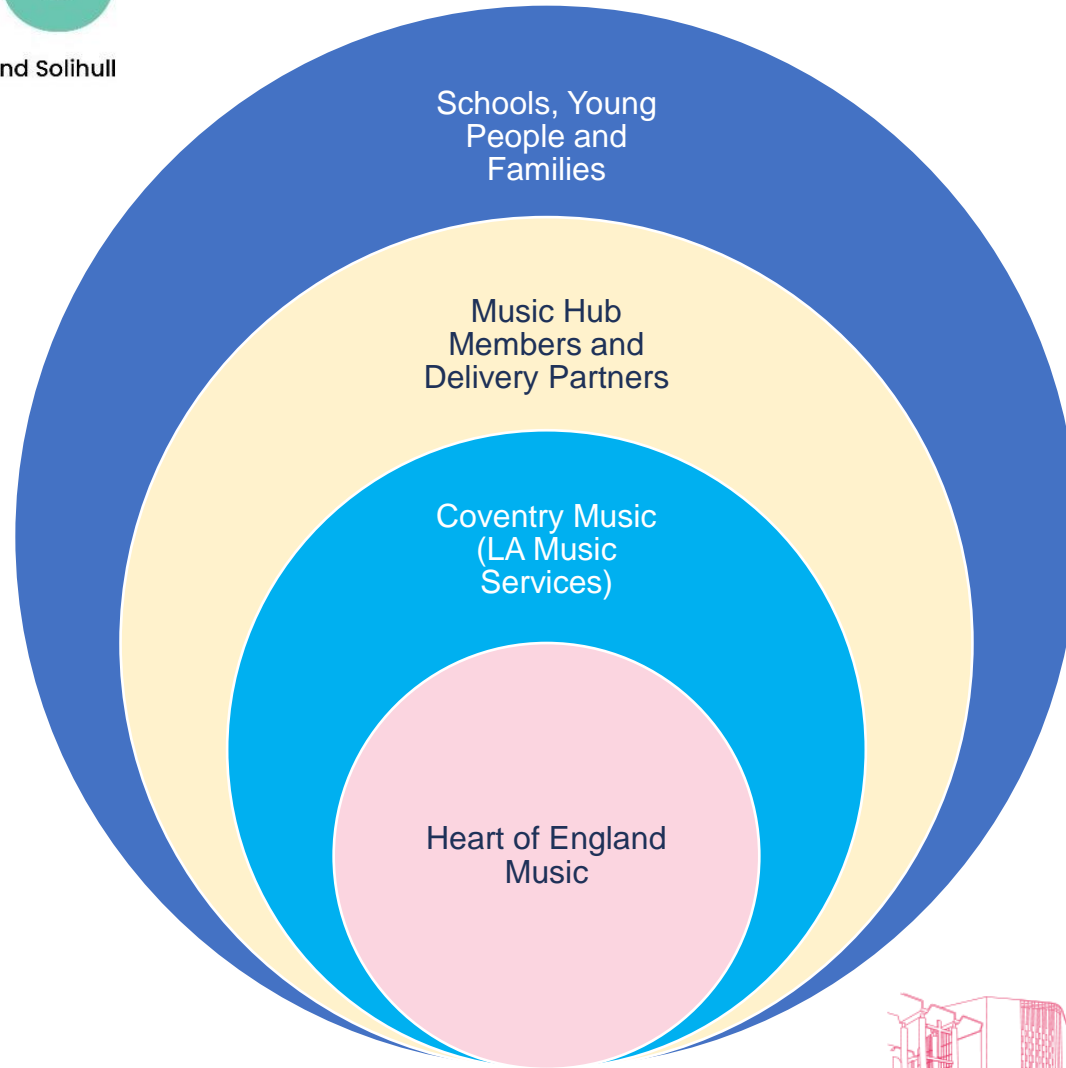
The National Plan for Music Education June 2022 (NPME2)

**The Vision:
Young people at
the centre of all
activities**



HEART OF ENGLAND music

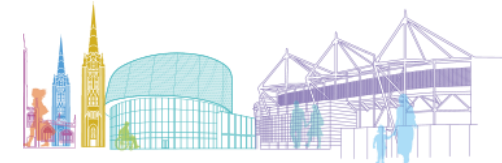
The Music Hub for Coventry, Warwickshire and Solihull



Support schools and other education settings to deliver high-quality music education

Support young people to develop their musical interests and talent further, including into employment

Support all children and young people to engage with a range of musical opportunities in and out of school



Five strategic functions

1

Partnership: Take a leading role in building a sustainable, local infrastructure for high-quality music education and music-making, in partnership with schools, early years and other education providers, community music organisations, and other regional and national youth music organisations and industry. Capture this offer in a Local Plan for Music Education.

2

Schools: Support all state-funded schools in their area through ongoing relationships to help them deliver high-quality music education, including a quality curriculum support offer, specialist tuition, instruments and ensembles; and a broad range of progression routes and musical experiences for all pupils.

5

Sustainability: Ensure the strategic, financial, and operational sustainability of the Music Hub by: (i) supporting a dynamic and well-trained workforce, (ii) leveraging DfE funding to develop wider investment into young people's music from a range of sources and revenue streams; (iii) being accountable and transparent by publishing plans, needs analysis and impact data; and (iv) considering and acting on the Hub's environmental responsibilities.



3

Progression and musical development: Support children and young people to develop and progress with music, including into national or specialist opportunities, higher education and employment, so that the chance to be involved in high-quality music-making is shared more widely in our society. Support children and young people to access the wider world of music, including live performance and community music.

4

Inclusion: Drive broad access to music education, so every child has the opportunity to participate irrespective of their circumstances, background, where they live or their SEND.



The three goals of the NPME

- All children and young people receive a **high-quality music education** in the early years and in schools
- All **music educators work in partnership**, with children and young people's needs and interests at their heart
- All children and young people with musical interests and talents have the **opportunity to progress**, including professionally



Goal 1 - 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.



Goal 2 - Working in Partnership

- Our second goal is for all music educators to work in partnership, with children and young people's needs and interests at their heart. This goal is realised through the Music Hubs.
- We are replacing the core and extension roles outlined in the 2011 National Plan for Music Education with a refreshed strategy which is designed to deliver an excellent music education for all, with partnership at its core.

This is expressed via:

- a vision
 - three aims
 - five strategic functions
-
- The vision for Music Hub partnerships, in line with the overall NPME, 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 and talents, including professionally.



Goal 3 – Opportunities to progress

- Schools and trusts have clear approaches to supporting their pupils to progress music through and beyond the curriculum, including opportunities to study for qualifications, such as graded exams, GCSEs and A level and vocational and technical qualifications.
- Music Hubs proactively work with schools and, where relevant, trusts, to support children's progress, including specifically through group instrumental and/or whole-class ensemble tuition, with opportunities suited to their needs, ambitions and interests.
- Hubs, schools and trusts develop an understanding of opportunities for specialist and advanced musical tuition individually and in groups, and support children and young people to access local, regional and national youth music opportunities.
- All music educators, including in further and higher education, help young people to understand routes into careers in the music and wider creative industries.



NPME2 Summaries . . .

- Music should be represented in every school's **leadership structure**
- In partnership with their Music Hub, we would like every school (including multi-academy trusts) to have a **Music Development Plan**
- We will pilot a **Music Progression Fund to support disadvantaged pupils with significant musical potential, enthusiasm and commitment.** Young Sounds UK will be running this fund and Coventry Music have just been successful in becoming a Connector Hub – our lead on this will be Arjun Jethwa who will be available 2 days a week to support schools from September 2024.
- In addition to the existing relationships they have with all local schools, **all Music Hubs will identify and partner with a small number of Lead Schools (including academies)**
- We will establish **national Music Hub centres of excellence for inclusion, CPD, music technology and pathways to industry.**
- **All Music Hubs should develop and publish an inclusion strategy, and all Music Hub lead organisations should have an inclusion lead by 2024**



What have OfSTED said? (Review Sept 2023)

The Department for Education's non-statutory Model Music Curriculum (MMC) sets out a clear intention and ambition for music education in key stages 1-3 that is both welcome and much needed.

Ofsted's expectation is that:

- Schools and academies have clear, well-sequenced plans for the music curriculum that at least match the ambition set out in the National Curriculum (and for the Early Years, key stage 4 and the sixth form, where appropriate)
- these plans are delivered with sufficient time and resources, and good teaching, with teachers supported well through quality CPD.
- this all has good impact as seen by secure and incremental learning of the technical, constructive and expressive knowledge that pupils need for their future participation in and enjoyment of music.

There will be no pre-requisite from inspectors that schools should adopt the Model Music Curriculum – as the MMC foreword states, it is designed to assist rather than prescribe. However, there remains every expectation that schools have in place a music curriculum that is ambitious, well-sequenced, implemented well, and which leads to good musical outcomes for all pupils.



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Audit your music provision ...

The audit tool is organised into three sections:

- a) Teaching, Learning and Achievement
- b) Music Provision
- c) Leadership and Management

1 = Embedded highly effective in driving good or better outcomes for pupils, a real strength which our school would be willing to share with others.

2 = Established 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

3 = Emerging not yet fully in place, further development required, not yet sure of impact on outcomes, needing some support

4 = Not in place at all needs priority support and development – Music Hub support

Music Mark - Self-evaluation Audit Tool

https://www.musicmark.org.uk/wp-content/uploads/self-evaluation_audit_tool_for_music_in_schools.pdf



School Music Development Plans

- 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**:
- timetable curriculum music of at least one hour each week of the school year for key stages 1 to 3
- provide access to lessons across a range of instruments and voice
- develop a school choir and/or vocal ensemble
- develop a school ensemble/band/group
- provide space for rehearsals and individual practice
- develop a termly school performance
- provide opportunity to enjoy live performance at least once a year



DfE NEW School Music Development Plan: Summary Template – May 2024

- A template to support schools to publish a summary of their music development plan on their website before the start of the 2024-25 academic year.
- Schools should then update the summary before the start of each new academic year.
- Publishing a summary will help schools to:
 - Raise awareness of their music development plan
 - Promote the school music offer to parents and prospective parents
 - Give greater opportunity for schools and music hubs to work together



Summary Template Sections

Section A – Curriculum Music

This is about what is taught in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

[KS1 and KS2 Primary Curriculum](#)

[KS3 Secondary Curriculum](#)

Section B – Co-curricular Music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Section C – Musical Experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

In The Future

This is about what the school is planning for subsequent years.



Discussion Section A

Example of this could be:

- EYFS – music is interwoven into whole day routines through songs for tidying and lining up, activities, nursery rhymes, stories, sound-scapes.
- Year 1 & 2 – Following the Charanga scheme which focuses on listening, finding the pulse, singing, following basic scores and graphic images, using tuned and untuned classroom instruments, creating music and sound-scapes (40 mins per week)
- Year 3 – 6: Following the Charanga scheme for warm-ups, games, listening activities, songs with input from specialist music tutor from Coventry Music using voice and violin as WCIT instrument, covering all the interrelated dimensions of music. (1 hour per week)
- Progression measured in increased ability and confidence in playing, singing, composing and performing – ready for year 7 at secondary school on the pathway to qualifications.



Discussion Section B

Example of this could be:

- KS2 Lunchtime choir/singing club
- Guitar and ukulele after school club
- Guitar, keyboard, drum and woodwind individual music lessons with Coventry Music



Discussion Section C

Example of this could be:

- **Musical Events:**
- Take part in Coventry Music multi-school singing events for KS1 and KS2 - free
- Watch a professional musical production at the local theatre - subsidised
- Attend a live music concert at Warwick Arts Centre - subsidised
- Watch a production at our connected secondary school - free
- Live performance from the Coventry Music tutors – paid for by school
- Live performance from a pantomime company - subsidised



Links to School Documents

Summary Template is an overview of the more in-depth school documents whether they are based on the suggested templates or set out in a way that fits in with other subject planning documents for foundation subjects in schools – such as actions plans, RAG rated KPI documents.

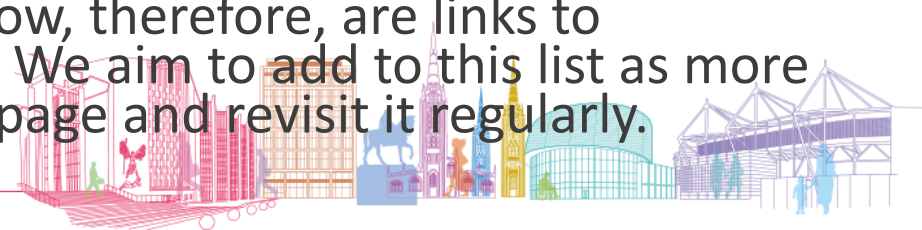
Link to document:

[*Coventry Music Hub link to our summary doc*](#)



OFSTED – MUSIC MARK DEEP DIVE GUIDANCE

- Following pilots last year and many discussions about the new inspection framework – in particular surrounding subject ‘deep dives’ – Ofsted has started visiting schools and asking about the Broad and Balanced Curriculum, and looking at specific subjects including music.
- Although the questions which schools are asked in an Ofsted visit may vary, it is likely that the following might be key lines of enquiry based on the new focus on Intent, Implementation and Impact:
 - What is a school trying to achieve through their music curriculum? (Intent)
 - How is the school’s curriculum being delivered? (Implementation)
 - What difference is the school’s curriculum making? (Impact)
- There is also evidence that questions and observations include:
 - How to demonstrate ‘sequencing’ in Music? (Why this? Why now?)
 - How to show/evidence progression of musical knowledge and understanding?
 - How does a school support children who get behind? Or children with SEND?
- Music Mark has invited its Members, including Music Education Hub Leads and their Partners as well as individual schools, to share their experiences of a Music Deep Dive so that we can ensure that knowledge and experiences are available to everyone. Below, therefore, are links to resources and information which they have sent through to us. We aim to add to this list as more documents are sent to us so you might want to bookmark this page and revisit it regularly.



What Coventry Music Can do for you

- Curriculum Mapping and School Music Development Plan Support
- School CPD
- Instrumental/Vocal Lessons
- Events
- Live Music Opportunities



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- Content

