



Music Development Plan

School: Oakwood Junior School

Trust/local authority: Odyssey

Local music hub: Derby Music Hub

Music lead: Mrs Leech/Mrs Atwal

Music specialist (if applicable): Mrs Leech (Music Diploma/ABRSM Grades in Piano, Drums and Singing)

Head Teacher: Mrs Atwal

Date written: 05/02/2024 (Working Document)

Review date: 31/01/2025

Focus area 1: Curriculum

	Not yet in place	Emerging	Established	Embedded
Curriculum	<p>Music is not being delivered in every year group. Year 3 and 5 have not accessed the music curriculum since Autumn 2. Year 4 and 6 have music delivered as a timetabled subject. Music is only taught in 30 minute sessions.</p> <p>Inadequate Resources: There are limited resources for teaching. Music is taught in PPA sessions and therefore, in Year 4 classes need the use of the glockenspiels at the same time.</p>	<p>Curriculum Music is a timetabled subject in Year 4 weekly and Year 6 Fortnightly, with schemes of work and assessment in place. All students are able to access this curriculum.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill. Cusp focuses growing skills using glockenspiels,</p>	<p>The music curriculum is as ambitious as the National Model Music Curriculum. Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments).</p>	<p>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).</p> <p>Year 6 have weekly lessons with Derby Music Hub learning keyboard, guitar, ukulele, bass and Year 5 have weekly Ukulele lessons with Derby Music Hub which allows them to consolidate their technical and constructive musical skills learnt</p>

	<p>The glockenspiels we have in school are only suitable for KS1 having only one octave and no sharps or flats which are covered in the KS2 curriculum.</p> <p>Very small selection of un-tuned percussion.</p> <p>CPD not available for all staff. Derby Music Hub offers bespoke staff meeting CPD for General Musicianship.</p> <p>Spark Yard offers curriculum and singing resources as well as CPD which is aligned with the Model Music Curriculum. 30% off through Derby Music Hub.</p>	<p>keyboards and voice from Year 3 through to Year 6.</p> <p>SEND pupils participate and engage with music-making.</p> <p>Progress over time is emerging through assessment questioning each lesson.</p>	<p>Cusp aligns well with the Model Music Curriculum covering singing, listening, composing including improvisation, history of genres and composers and performing.</p>	<p>through curriculum to practice expression and a love for playing.</p> <p>Derby Music Hub gives the children the opportunity to play instruments with awareness of tuning, resonance and playing in an ensemble.</p> <p>Weekly Singing Assemblies with opportunities to perform. Singing Assemblies include warm-ups, progression of skills including singing songs with rounds, echoes and key changes.</p> <p>Weekly Choir with 50 regularly attending pupils. Children learn up to 3 part songs with harmonies. The choir introduces the children to different genres of songs as well as singing as an ensemble with an accompanists.</p>
Further Evaluation Detail	<p>Areas to consider:</p> <p>Include details of budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used. Plan CPD.</p> <p>What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?</p>			

Area	Set your school some actions here		Review date	Status
Curriculum	1	Are curriculum music lessons for each year group timetabled for 60+ minutes in line with aspirations of the National Plan each week?	05/02/2024	No
	2	Is the music curriculum planned for in all year groups across Key Stages as guided by the National Curriculum?	05/02/2024	Yes
	3	Are there opportunities for singing? Including an understanding of how to develop singing healthily and musically?	05/02/2024	Yes
	4	Does the music department have a bespoke assessment policy that assesses musically and appropriately and that is in alignment with school assessment strategy?	05/02/2024	In progress
	5	Are adequate resources and instruments available for teaching the Cusp curriculum?	05/02/2024	No

Focus area 2: Instrumental and Vocal Lessons and Ensembles

	Not yet in place	Emerging	Established	Embedded
Instrumental and Vocal Lessons and Ensembles	<p>Facilitation of one to one and small group tuition is not yet available.</p> <p>After discussion with Derby Music Hub Peripatetic Music Teachers are available to book. Termly payments organised directly between Peripatetic Music Teacher and parents/carers. (Not accessible for disadvantaged pupils)</p> <p>Singing Project/Singing Assemblies for 10 weeks in Summer Term facilitated by Derby Music Hub available for £250.</p> <p>Inadequate Resources:</p>	<p>There are barriers to participation specifically for SEND children due to behaviour. Support in class is now being given from TAs and the school Behaviour Mentor.</p> <p>Singing and musicianship starting to be 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. This includes learning about musicians during assemblies and through the schools Arts Festival. During the schools Arts Festival each year group learnt about a composer from an ethnic minority.</p>	<p>Music performance is a prominent component of school life. Music is performed in assemblies and events such as performances for parents, at the local church and competitions outside of school.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the time tabled curriculum lessons, enrichment lessons from Derby Hub, clubs.</p> <p>Year 5 Ukulele ensemble delivered weekly by Derby Music Hub.</p> <p>Year 6 Ensemble delivered weekly by Derby Music Hub.</p> <p>There are opportunities to perform through Derby Music Hub.</p>	<p>Singing and vocal work is frequent, varied and all students including the most disadvantaged and pupils with SEND, are engaged through progressive cusp singing lessons and weekly singing assemblies.</p> <p>Children have the opportunity to perform regularly in school events including at the local church, weekly in assembly and termly in lessons including audio recording for evaluation.</p> <p>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.</p> <p>Co-curricular music is supported by the school and time is allocated for staff (Mrs Ali/Mrs Leech) to run these groups successfully.</p> <p>Autumn Term: Music Club for Year 3. Choir for Year 4, 5, and 6.</p>

	<p>Derby Music Hub supplies instruments for weekly lessons. However, children do not have access to any at school throughout the week for practice or extra curricula activities.</p> <p>Keyboard Ensemble to be started.</p> <p>School Band.</p>			<p>Spring Term: Choir for Year 4, 5, and 6. Ukulele Club</p> <p>Summer Term: Choir for Year 4, 5, and 6. Keyboard Ensemble.</p> <p>Pupils are able to take leadership roles in musical opportunities. Pupil lead ukulele ensemble group. Tuesday within school hours.</p> <p>The school is actively involved in national, largescale events.</p>
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Further Evaluation Detail				
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Area	Set your school some actions here		Review date	Progress
Instrumental and Vocal	1	Does the school provide 1-1 and small group tuition from Derby Music Hub or another provider on a variety of different instruments?	05/02/2024	No

Lessons and Ensembles	2	Do you know what % of the school population engage in instrumental tuition	07/02/2024	In progress
	3	Are there opportunities for your pupils to perform in both formal and informal settings on an annual basis?	07/02/2024	In progress
	4	Is there an opportunity for the school ensembles to perform to parents or peers?	07/02/2024	Yes
	5	Do the ensembles in school enable children to perform a wide range of styles and genres?	07/02/2024	Yes

Focus area 3: Musical Events and Opportunities

	Not yet in place	Emerging	Established	Embedded
Musical Events and Opportunities	<p>To work closely with the Music Leads within the Odyssey trust to coordinate a programme of CPD and performing events/competitions.</p> <p>Performance takes place in the community, building on existing school links.</p> <p>Some parents and carers support music-making in the school.</p> <p>School Musicals/Plays</p> <p>Royal College of Music offers remote live lunchtime concerts every term specially tailored for key stage 2 school children. Hosted by a professional presenter and accompanied by a free teacher resource pack. Free. Activities for schools Royal College of Music (rcm.ac.uk)</p>	<p>Nottingham High Choir Competition March 20th 2024 30 children including PP and SEND children will attend Nottingham High to perform 2 songs which are to be adjudicated.</p> <p>Halle Orchestra Year 5 will have the opportunity to perform alongside a live orchestra.</p> <p>SingUp Sing Up Day June 26th 2024 Link to materials and sign up for Digi Choir. Sing Up Day: Get Involved Sing Up</p> <p>Spring or Summer Term Performances for parents.</p>	<p>The school makes the most of a wide range of opportunities from Derby Music Hub.</p> <p>Children perform to parents at least once within the school year.</p>	<p>Choir Performance at the local church 21st December 2023.</p> <p>Whole School Singing Performance December 2023.</p> <p>Year Group Performances to parents throughout December 2023.</p> <p>Raised awareness of musical appreciation through live music:</p> <p>The Snow Man Orchestra 2022 Beauty and the Beast 2022 The Secret Garden 2023 Snow White 2023</p> <p>The children listen to live piano music during assembly each week.</p>

Action Plan: Musical Events and Opportunities

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	Is there a designated member of school staff (head of department/lead music teacher) who holds suitable qualifications/ experience for leading music in school?	08/03/2024	Click for option
	2	Book onto the SingUp Sing Day June 26 th .		No
	3	Year Group performances for parents to be organised in either Spring or Summer Term.		Click for option
	4	Is Pupil voice is taken into consideration when planning the school music curriculum, events and opportunities?	07/02/2024	Yes
	5	Is music an everyday or occasional part of school life?		Click for option

Area	Detail
<p>What Budget and/or Resources do you need to achieve your action plan?</p>	<p>KS2 Appropriate Glockenspiels Percussion Instruments Extension Cables for Keyboards</p>
<p>What CPD might be required to achieve your action plan?</p>	<p>Derby Music Hub offers bespoke staff meeting CPD for General Musicianship.</p>
<p>What Partnerships will you put in place to achieve your action plan?</p>	<p>Derby Music Hub</p>
<p>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.</p>	<p>Model Music Curriculum (publishing.service.gov.uk) Policies and documents (derbyshiremusichub.org.uk)</p>

Budget, CPD and Partnerships

Budget, CPD and Partnership Prompt:

Are all music lessons planned to use instruments/resources that are accessible and age appropriate to their students?
KS1 Glockenspiels?

Do children have to share instruments to participate or is there enough equipment for each student to have their own?
Year 4 have to share during PPA Music lessons.

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/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?

Is there any dedicated space or practice rooms for 1-1/small group music tuition within the school?
Blue room tidied?

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 Derby Hub?

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?
This can be requested through Derby Music Hub.

Appendix 1 – Useful Resources for Teachers

Useful Resources for Schools

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)

www.singup.org

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

[Primary Music Resources, Songs, Videos and Teacher Training/CPD \(primaryschoolmusic.co.uk\)](http://www.primaryschoolmusic.co.uk)

Mrs Leech

Appendix 2 – Primary Music – Subject Knowledge & Skill Audit & CPD Suggestions to be filled out by any teachers teaching music in Oakwood Junior School

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.		Ukuleles		Piano Drums Voice Percussion Instruments	ABRSM Grade 1-8 Piano ABRSM Grade 1-6 Singing ABRSM Grade 1-6 Drums ABRSM Grade 1-6 Music Theory 11 Years' experience singing in the County Choir and 3 Years in the Welsh National Youth Choir. 5 Years' experience in the County Wind Band on percussion. 2 Years' experience in Blacon Adults Band on percussion. 8 Years' experience leading worship on the piano in Church.
Performance Skills Classroom Instruments: Please list any classroom instruments you use and your proficiency in the context of the tasks set in lessons.		Ukuleles		Glockenspiels Tuned and Untuned Percussion Keyboards HandBells	
Singing: What do you consider is your level of skill in vocal work in the context of leading class singing effectively in lessons.				Substantial	ABRSM Grade 1-6 Singing 11 Years' experience singing in the County Choir and 3 Years in the Welsh National Youth Choir.

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	
Preparing children for performance: What is your understanding of concert preparation and stage etiquette.			Some with confidence.		Emilie's Keys Piano and Music Theory Tuition. As a piano teacher I put on multiple concerts throughout the year.
Performance based CPD: Please list any performance based CPD you would like. This could be on particular instruments, singing or preparation for performance.	Strings, Wind or Brass Instruments				
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?				Substantial	Music Theory: Understanding Key Signatures.
Your Composing Skills: To what extent can you compose short pieces suitable for classroom groups and/or school ensembles?			Some with confidence.		

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		
Composing in the Classroom: Your ability to teach, lead and encourage your students to compose in your scheme.				Substantial		
Arranging Skills (class): Your ability to arrange pieces for students using classroom instruments.		Some but lacking confidence.				
Arranging For School Ensembles: Your ability to arrange pieces for wider school ensembles	Limited					
Composition/Improvising Please list any areas and in what context you would welcome CPD on.						
Notation: The National Curriculum requires all pupils to learn and use notation. How confident are you in using and teaching notation to students.				Area of expertise.	ABRSM Grade 1-8 Piano ABRSM Grade 1-6 Music Theory	
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	

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	
Conducting/Directing Ensembles in the Classroom or School: Please indicate your own skill and experience.			Some with confidence.		Conducting Choir and piano ensemble.
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? I would like CPD directing a band.				
The Inter-related Dimensions Of Music: Your knowledge of pitch, duration, dynamics, tempo, timbre, texture, structure, and how these feature in all aspects of music i.e. performance, improvisation, composition, listening etc.				Area of expertise	ABRSM Grade 1-6 Music Theory Online Music Diploma
Music Technology: Please Indicate any areas you have some experience of using.					
Using apps in teaching	Limited				Please list any apps or websites you use regularly. BandLab
Making video recordings for performances/ assessment			Some with		Recording class performances and uploading them onto teams.

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	
			confidence		
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.		Some but lacking confidence.			
Popular Music: Blues, Jazz, Reggae, Rock, Soul, R n B, Contemporary Dance, Bhangra, Film, Theatre etc.		Some but lacking confidence.			
Traditional Music: British and other traditions.					
Music from other cultures and places: Indian subcontinent, Middle East, Far East, African Continent, Latin America, Caribbean, Europe, Eastern Europe		Some but lacking confidence.			

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	
Areas of expertise not covered above: <i>This might include particular genres/styles of music; multi-media applications or work that links with other art forms; or other musical expertise</i>					