

School Music Development Plan for Newhall Junior School

Name of Lead Music Teacher: Charlotte Smith

Email: charlotte.smith@newhalljunior.org.uk

School Year 2024-25

DfE features of high-quality school music provision	Current provision	Planned development over the next 2 years	Possible Music Hub Support	Progress/What's next?
Curriculum provision	<p>Use Charanga scheme of work in all years with additional singing in Y3 (Sing4Life) and Wopps in Y4 (fife)</p> <p>A Musician of the Month is shared with the school in assemblies and at various opportunities in class to ensure pupils listen to music from a diverse range of genres and musical cultures.</p>	<ul style="list-style-type: none"> -Reintroduce Charanga's YuStudio so pupils can learn music tech skills at home as well as in lessons. -Revisit progression of musical learning at NCJS to include recent changes and ensure it is correctly sequenced with inclusion of music technology (Grime unit Y5). -Ensure the National Plan for Music Education is implemented at NCJS. 	<ul style="list-style-type: none"> -Attend free online CPL sessions offered by DMH for Charanga and updates on national initiatives to disseminate new learning to colleagues - Singing project and Wider Opps with specialist teachers 	<ul style="list-style-type: none"> - YuStudio Webinar -Share expectations with staff about what children will complete at home for each unit and how they will model it in class. -A progression document shared with staff for music so knowledge and skills are sequenced correctly. All key areas of music are covered through KS2 -Continue to assess progression using video evidence.
Whole class instrumental teaching	Year 4 receive 10 weeks of whole class instrumental teaching- Fife.	<ul style="list-style-type: none"> -Pupils will receive whole class instrumental teaching from a specialist who also teaches Sing4Life in Y3. Therefore, she knows the children and can deliver relevant content building on from Y3. -HLTA stay in for Wider Opps for additional CPL 	-Specialist teacher	<ul style="list-style-type: none"> - Look at how WOpps fits into curriculum mapping at NCJS - More children continue to learn instruments -More children join groups/choirs/ensembles at SDMC

		<ul style="list-style-type: none"> -Information regarding adjustments is shared before WOpps starts. HLTA supports with adaptations needed. -Children who want to continue learning, start lessons sooner in Y4 following Wider Opps. 		
Access to lessons across a range of instruments and voice	Children are given opportunity to learn: violin, guitar, keyboard, flute, clarinet, cornet or trumpet with accredited teachers. We also have a school choir that pupils can join.	<ul style="list-style-type: none"> -Look in to further developing opportunities for using music technology (DJing) -Pupils learning to play instruments (in and out of school) get opportunities to perform. 	-Children join ensembles at SDMC	<ul style="list-style-type: none"> -children confident to engage in a performing opportunity - children able to make effective use of their developing instrumental skills in the curriculum music lessons -children inspired to pursue further instrumental learning beyond the classroom e.g. at SDMC
Develop a school/vocal ensemble	-school choir (weekly after school club)	<ul style="list-style-type: none"> -More opportunities to perform. -Develop expertise of staff running the choir 	<ul style="list-style-type: none"> -Encourage children to join SDMC Junior Voices. -CPD with Clair leading Y3 Sing4Life 	<ul style="list-style-type: none"> - Attend a days training with Young Voices to develop expertise of staff running choir. -Join Young Voices at Birmingham Arena to perform with others and hear live music. - Arrange performances in school to encourage others to join the choir.

				- Arranged performances at other schools and local care home.
Develop a school ensemble/band/group	12% of Y5 & 6 are accessing instrumental lessons in school. They perform to Year 3&4 in Summer Term to encourage other children to learn instruments. 11% are part of the school choir. Opportunity at Christmas to perform in school music concert (inc. opportunities for children who learn instruments outside of school). Following Sing4Life and WOpps, children perform to parents.	Encourage more children to join SDMC Further opportunities for performance e.g. violin teacher to invite children to perform with her other students outside of school	Updates regarding ensemble groups that pupils can join locally.	More children get to experience playing instruments or singing with others.
Provide space for rehearsals and individual practice	School provides space for pupils to access instrumental lessons. Pupils can take instruments home to practise.		Pupils make the most of the close proximity of SDMC to rehearse with others.	Pupils continue to access instrumental lessons
Develop a termly performance	Christmas music concert- children who learn an instrument in/out of school get opportunity to perform to parents along with the school choir.	Continue building on the performances already in place. Choir join Young Voices and perform at Resorts World Arena More children join ensemble groups at SDMC	Ensemble groups SDMC	Children get more opportunities to perform whilst raising the profile of music in school.

	<p>Christmas Carol concert – All classes perform a Christmas song to parents Sing4Life/WOpps – parents invited in for a final performance Assembly – those learning instruments in school get opportunity to perform to others in school Y6 Leavers’ – those who have learnt to play an instrument perform to the school/parents if they wish to.</p>	<p>Violinist join other string players at a Christmas concert (organised by Violin teacher).</p>		
<p>Provide opportunities to enjoy live performances at least once a year</p>	<p>Pupils hearing those learning instruments perform. Specialists performing to children in assembly.</p>	<p>Contact local secondary school (Mercia Academy) to discuss possibility of pupils performing. Choir to hear live performances at Resorts World Arena Artist in local area to enhance Charanga units (e.g. Grime unit Y5) Year 5 go to The Snowman with a live orchestra in Autumn 1</p>	<p>Signposting</p>	<p>-Pupils at NCJS will get the opportunity to see performances and develop their music capital. - More children choose to join additional instrument lessons/clubs.</p>

Guidance for completing your School Music Development Plan.

The National Plan for Music Education states that the key features of high-quality music provision are:

1. Curriculum provision – think about
 - Do we have timetabled curriculum time of at least one hour each week of the school year for key stages 1 & 2
 - The sequencing of the curriculum from the youngest to the oldest pupils in your school – does the music lead understand the building blocks of music learning?
 - Who delivers the curriculum – a music specialist or class teachers – do they need any support to develop their music education, knowledge and skills?
 - Are the 4 key areas of music, as stated in the Model Music Curriculum, Singing, Performing, Composing/Improvising and Listening all regularly covered in the curriculum?
 - How well is the curriculum resourced? What is lacking?
 - Are networking and CPD opportunities for teachers to develop their skills and knowledge taken up?
 - How is music technology used by pupils in creative music-making?
 - Do pupils experience a wide variety of musical styles and genres including diverse repertoire from across the world.

2. Whole class instrumental teaching
 - Which year groups have this tuition known as Wider Opps or WCET?
 - Who deliverers it?
 - How does the progression of musical skills document from all DDMP deliverers feed into curriculum mapping for music?
 - What reasonable adjustments are made to ensure every child can access the programme?
 - Do classroom teachers take part in these sessions – great CPD for them?
 - What happens to pupils who want to continue learning? How can barriers to this learning be removed?

3. Access to instrumental/vocal lessons – large group, small group or 1 to 1
 - What instruments are taught other than whole class?
 - Are at least 2 instruments from different musical families taught?

- How is the work of these teachers advertised to pupils and parents?
 - How is the quality of these teachers' work ensured in your school?
 - How do you ensure that all pupils can access musical opportunities in school?
 - Can Pupil Premium funding be used to remove financial barriers to instrumental/vocal learning for eligible pupils?
4. Develop a school/vocal ensemble
- Who has the expertise in your school to lead a choir? Do they need any CPD to develop their skills?
 - If there is no-one to lead this work, how could you develop this area of music provision? e.g. specialist from the music hub
 - Does your choir rehearse weekly or just at specific times of the year?
 - Does your choir perform music from a variety of different styles e.g. musical theatre, gospel, choral, music from different countries?
5. Develop a school ensemble/band/group
- How does the music-making in these activities complement school music curriculum provision?
 - Does the music the pupils learn to play in these groups show effective planning which represents diversity of musical genres and cultures?
 - What percentage of the school population are involved in choirs and ensembles in school?
 - Are there many opportunities for pupils to perform to each other and parents?
6. Provide space for rehearsals and individual practice
- Are visiting instrumental teachers able to access an appropriate space to teach in?
 - If pupils cannot take instruments home where can they practise in school?
 - What storage space for instruments is available in school?
7. Develop a termly performance
- What performance opportunities are there for pupils to take part in?
 - Do these performance opportunities cater for whole class, large group, small group and individual performances?
 - Do you use performing spaces outside of school?
 - Do you join with other schools for performances e.g. within a trust or a local secondary school?

8. Provide opportunities to enjoy live performances at least once a year
 - What planned experiences in school take place?
 - What external opportunities to hear live music being performed – small or large scale, visitors, secondary pupils, visiting instrumental teachers, parents, school trips?