

SCHOOL MUSIC DEVELOPMENT PLAN

SCHOOL NAME: HIGH GREAVE INFANTS

COMPLETED BY: MR HUCKSTEPP

DATE: September 2024



High Greave
Infant School



Focus area 1: Curriculum

	Not yet in place	Emerging	Established	Embedded
	<p>Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching.</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with additional needs are able to participate and engage with music-making.</p> <p>There is adequate teaching space and resources available.</p>	<p>The music curriculum is at least as ambitious as the national 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>Space and resources allow breadth of curriculum for all students, including music technology.</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>Our Curriculum best fit is: Emerging</p>			
	<p>The music curriculum at High Greave is planned across all year groups in line with the National Curriculum. The music curriculum is planned for and skills sequenced progressively across Key Stages as guided by the National Curriculum.</p> <p>The curriculum is planned with consideration for transition, taking into account the expectations of the KS2 curriculum as we follow the Charanga scheme. Children develop an understanding on how to sing healthy and musically through weekly singing assemblies and weekly music lessons. Space for music lessons is sufficient in our classrooms. Instruments are brought to the classroom when needed. The Charanga scheme plans for a variety of genres and historical periods.</p>			

Action Plan: Curriculum

Area	Set your school some actions here		Review date	Status
Curriculum	1	To develop the use of music technology.	July 2025	No

Focus area 2: Instrumental and Vocal Lessons and Ensembles

	Not yet in place	Emerging	Established	Embedded
	<p>Singing takes place infrequently in school.</p> <p>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited or inconsistent.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged. All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p>	<p>Singing and vocal work is 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. All staff in the school are able to support singing.</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</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 to run these groups successfully.</p> <p>Students are able to take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, largescale events.</p>
Our Instrumental and Vocal Lessons and Ensembles best fit is: Emerging				

Class set of instruments to be purchased linked to the charanga scheme.
 Contact and links to be strengthened with the Rotherham Music hub to facilitate tuition.

Action Plan: Instrumental and Vocal Lessons and Ensembles

Area	Set your school some actions here		Review date	Progress
Instrumental and Vocal Lessons and Ensembles	1	Perform more to parents.	Spring term	No
	2	Provide more musical clubs for pupils.	Summer term	No

Focus area 3: Musical Events and Opportunities

	Not yet in place	Emerging	Established	Embedded
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	<p>Engagement with the Rotherham Music hub is limited.</p> <p>Small-scale performance takes place in the community, building on existing school links.</p> <p>Some parents and carers support music-making in the school by attending events.</p>	<p>The school takes up opportunities from the Rotherham Music Hub and signposts opportunities for students.</p> <p>Community links are established with the music team; regular events take place throughout the school year.</p> <p>Parents and carers actively support music making, through support at events and through home learning.</p>	<p>The school makes the most of a wide range of opportunities from the hub, working with and supporting the Rotherham Music Hub.</p> <p>Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education).</p> <p>The views of pupils, parents and carers have been considered when developing music provision.</p>	<p>The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting.</p> <p>There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.</p> <p>Parents/carers and the wider community are actively involved in school music making</p> <p>The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully</p>
	Our Musical Events and Opportunities best fit is: Not yet in place			

Area	Set your school some actions here		Review date	Progress
Musical	1	To offer more opportunities to younger children including a variety of clubs	Summer term.	No

Events and Opportunities	2	Involve parents and the wider community at regular performances.	Summer term	No
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Action Plan: Musical Events and Opportunities

Budget, CPD and Partnerships

Area	Detail
What Budget and/or Resources do you need to achieve your action plan?	Extra funding for more pupils to receive instrumental tuition.
What CPD might be required to achieve your action plan?	Sharing skills and knowledge. National college training.

<p>What Partnerships will you put in place to achieve your action plan?</p>	<p>Continue to develop links with Rotherham Music Hub.</p>
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<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>Subject Improvement plan. Music Policy 2023-24, LAC and Pupil Premium policies.</p>
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Budget, CPD and Partnership Prompt:

<p>Are all music lessons planned to use instruments/resources that are accessible and age appropriate to their students? Yes</p>
<p>Do children have to share instruments to participate or is there enough equipment for each student to have their own? Both depending on instrument</p>
<p>Do children in all key stages have opportunities to listen to music from a range of cultures and traditions? Yes</p>
<p>Does the school ensure that students eligible for pupil premium can engage in musical opportunities and tuition through this funding? Yes</p>
<p>Does the school provide any additional support through resources to enhance accessibility for children with additional needs? Additional resources to be purchased.</p>
<p>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? Yes</p>
<p>Do children have access to computers/Macs/iPads etc. which may be sourced from/be in another department? iPads</p>

Is there are a range of instruments within the school, including whole class sets of instruments No

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

Is there a designated budget to support music making in school? No

Does the school explore opportunities to work in partnership with other schools/ settings? Yes

Does the school have any accreditation for its arts and cultural activity? E.g Music mark membership or artsmark? No