



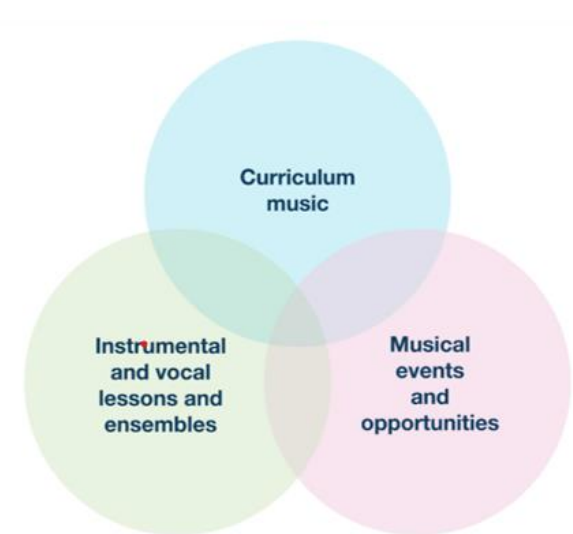
# SCHOOL MUSIC DEVELOPMENT PLAN

**SCHOOL NAME:** Newport Junior School

**COMPLETED BY:** Eloise Ollerenshaw

**DATE:** 12/09/23

This document supports the DfE vision set out in the refreshed [National Plan for Music Education](#) 2022 for all schools to have a published School Music Development Plan by September 2023.



## Music Development Plan – How to read this document.

- 1) Each section starts with Evaluation:** This should be a “best fit” evaluation of Newport Junior School’s current musical outcomes and practices. The evaluation will be chosen from the following options:

Not yet in place	Emerging	Established	Embedded
Needs priority support and development	Not yet fully in place, further development required, not yet sure of impact on outcomes, needing some support.	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	Highly effective in driving good or better outcomes for pupils, a real strength which our school would be willing to share with others.

- 2) Setting Actions:** Each section is supported by actions to complete over the academic year. The RAG indicates the status of the action which will adapt and change throughout the year.

Area	Set your school some actions here		Review date	Status
Curriculum	1			Yes
	2			In progress
	3			No

- 3) Review:** The actions set will be reviewed throughout the academic year. This will be completed with the music lead (E Ollerenshaw) with a member SLT, at least once in-year. Following the review, the rate of progress will be measured via the RAG rating (as above). As this is a working document, it may be adapted as and when required during the academic year.

## Focus area 1: Curriculum

	Not yet in place	Emerging	Established	Embedded
Curriculum	<p><i>Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum.</i></p> <p><i>Progress over time is not measured or celebrated.</i></p> <p><i>There are limited resources for teaching.</i></p>	<p><i>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.</i></p> <p><i>Students engage with schemes of work and build areas of musical interest and growing skill.</i></p> <p><i>Pupils with additional needs are able to participate and engage with music-making.</i></p> <p><i>There is adequate teaching space and resources available.</i></p>	<p><i>The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear.</i></p> <p><i>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</i></p> <p><i>Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments).</i></p> <p><i>Space and resources allow breadth of curriculum for all students, including music technology.</i></p>	<p><i>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).</i></p>
	Our Curriculum best fit is: <b>Established</b>			
Further Evaluation Detail	<p>The music curriculum at Newport Junior school is ambitious and follows the national curriculum. The sequencing is clear between all year groups and can be seen through our curriculum overview (with our 3 Is). Each year group follows a particular sequence and they develop as the children progress. All year groups recap the previous year expectations as a way of ensuring children are ready for the new learning about to take place. All lessons have the ability to take place with musical instruments and this is dependent on the teacher leading the lesson. The instruments are readily available for all teachers and are kept in the school hall. As subject leader, I am trying to develop links to the local secondary school in order to gain access to their instruments on a regular basis. The children in year 5 have the opportunity to learn an instrument through a lesson with Burton Borough school. This is usually one 30-minute session but something we have discussed doing on a regular basis.</p> <p>As children in the lower key stage didn't have a lesson with a musical instrument, the local music hub will be completing 10 sessions with each year 4 class to learn a string instrument. This therefore means that children will be able to discover a new instrument (brass and strings) at two points during their learning journey at NJS. In 2023, we introduced a music appreciation addition to our curriculum whereby each year has a decade to focus on with key performers from this time. This is additional to the learning and is much more discreet for the children.</p> <p>Finally, children have access to weekly singing assemblies and even have opportunities to watch live performances for example: Pantomimes, Year 6 London trip and others in the local community.</p>			

## Action Plan: Curriculum

Area	Set your school some actions here		Review date	Status
Curriculum	1	Develop links with the local secondary school in order for children to experience music lessons with a wider range of musical instruments.	July 2024	In progress
	2	Provide children with more opportunities to play musical instruments with a specialised teacher.	July 2024	In progress
	3	Ensure that children can articulate key vocabulary from music lessons. Can the children explain what the term means and how it relates to music. For example: Pitch	July 2024	In progress

### Curriculum Question Prompt:

Is the music curriculum planned for in all year groups across Key Stages as guided by the National Curriculum?

Is the music curriculum planned for in all year groups and skills sequenced progressively across Key Stages as guided by the National Curriculum?

Is the curriculum planned with consideration for transition, taking into account the expectations of the KS3 curriculum?

Are there opportunities for singing? Including an understanding of how to develop singing healthily and musically?

Is teacher assessment musical? Do you know how to use assessment to drive 'getting better at' music?

Does the music department have a bespoke assessment policy that assesses musically and appropriately and that is in alignment with school assessment strategy?

Are curriculum music lessons for each year group timetabled for 60+ minutes in line with aspirations of the National Plan?

Do all curriculum music lessons take place in a suitable space or specialised music environment?

## Focus area 2: Instrumental and Vocal Lessons and Ensembles

	Not yet in place	Emerging	Established	Embedded
Instrumental and Vocal Lessons and Ensembles	<p><i>Singing takes place infrequently in school.</i></p> <p><i>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</i></p> <p><i>Facilitation of one to one and small group tuition is limited or inconsistent.</i></p>	<p><i>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.</i></p> <p><i>The school facilitates one to one and group tuition through Rocksteady. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</i></p>	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>	<p><i>A full, long-term singing strategy is in place that ensures progression for all students.</i></p> <p><i>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.</i></p> <p><i>Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully</i></p> <p><i>Students are able to take leadership roles in musical opportunities.</i></p> <p><i>The school is actively involved in national, largescale events.</i></p>
	Our Instrumental and Vocal Lessons and Ensembles best fit is: <b>Embedded</b>			
Further Evaluation Detail	<p>At Newport Junior School, our children experience a wide range of singing opportunities. Time is dedicated to singing during our spring term topics for our 'Class Choir' and 'British Choral Tradition'. Each year group follows a similar lessons style which progresses as the children make their way through the lower and upper key stage. All children access this element of learning and therefore perform in an ensemble. The progression is mapped out and children also gain a deeper breadth of knowledge as they look at dynamics and music terminology which supports the singing. Alongside this, we also have a fully established choir at NJS, who often take part in performances. The NJS choir perform regularly on a larger scale for Young Voices (which occurs on a yearly basis). The children also often perform at school events. In 2024, we will be holding a 'Festival in a day' at NJS whereby children will be able to enjoy live music which will further enhance their exposure to different musical styles. The choir of NJS have also performed in 'Newport Sings' which was a smaller scale event whereby local schools performed together at a local secondary school. This event was extremely successful and hopefully will run again in the summer of 2024. At NJS, we facilitate 'Rocksteady' whereby children can sign up to be a part of a band. In the band, they can choose the instrument they would like to learn and all bands perform on a termly basis. The children have the opportunity to continue with the same instrument or they can change to gain experience with a new instrument. The performance is enjoyed by the children within the school setting and open to parents. Finally, we create class assemblies and Christmas performances which encourages ensembles on a larger scale to be performed in front of parents/carers.</p>			

## 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	To encourage more children to join at choir at Newport Juniors (including SEND and PP children).	July 2024	In progress
	2	To ensure children have the opportunities to attend live performances across the academic year.	July 2024	In progress
	3	To develop a 'Festival in a Day' at NJS whereby children are able to watch a range of live performances and also perform themselves.	July 2024	In progress

### Instrumental/Vocal Lessons and Ensemble Prompt:

Does the school provide 1-1 and small group tuition from Telford and Wrekin Music Service/Rocksteady on a variety of different instruments?
Do you know what % of the school population engage in instrumental tuition?
Are there opportunities for your pupils to perform in both formal and informal settings on an annual basis?
Does the school provide an opportunity for both KS3 and KS4 pupils to sing/play in an ensemble in school? Is time given for staff to run co-curricular musical ensembles?
What are the barriers to running, rehearsing and curating ensembles in your school? How can they be overcome?
Are ensembles led by a competent musician?
Is there an annual/ termly concert event?
Is there an opportunity for the school ensembles to perform to parents or peers?
Do the ensembles in school enable children to perform a wide range of styles and genres?

### Focus area 3: Musical Events and Opportunities

	Not yet in place	Emerging	Established	Embedded
Musical Events and Opportunities	<p><i>Engagement with the Telford and Wrekin music service is limited.</i></p> <p><i>Small-scale performance takes place in the community, building on existing school links.</i></p> <p><i>Some parents and carers support music-making in the school by attending events.</i></p>	<p><i>The school takes up opportunities from the Telford and Wrekin music service (such as the Big Sing event) and signposts opportunities for students.</i></p> <p><i>Community links are established with the music team; regular events take place throughout the school year.</i></p> <p><i>Parents and carers actively support music making, through support at events and through home learning.</i></p>	<p><i>The school makes the most of a wide range of opportunities from the hub, working with and supporting the Telford and Wrekin Music Service.</i></p> <p><i>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).</i></p> <p><i>The views of pupils, parents and carers have been considered when developing music provision.</i></p> <p><i>The school has links to the wider music eco-system and actively encourages students to join Rocksteady. Students benefit from interactions with those working in the profession.</i></p>	<p><i>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.</i></p> <p><i>There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.</i></p> <p><i>Parents/carers and the wider community are actively involved in school music making.</i></p> <p><i>The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully.</i></p>
	Our Musical Events and Opportunities best fit is: <b>Established</b>			
Further Evaluation Detail	<p>Students at Newport Junior School have a wide range of musical events and opportunities across the academic year. We attend many events with our school choir such as: Young Voices, Newport Big Sing and many more. Children also are able to engage in termly live performances from the bands created at school through Rocksteady. Children are encouraged to join Rocksteady and are often provided with opportunities to attend ‘taster’ sessions. Within the community, the children at Newport Juniors have taken part in the Newport Big Sing whereby schools joined together to create a performance for parents. They performed individually and collaboratively as part of a large ensemble. The children at NJS have also enjoyed many live performances such as a Royal Air Force Brass Band concert at the local secondary school. Not only did the children watch the performance some of our children were able to play alongside the band in the performance. Within the lower and upper key stage, children will have access to musical instrument lessons from a trained professional. In year 4, each class will have 10 weeks learning a string instrument. In year 5, children will receive a lesson on a brass instrument from a professional. Parents are actively encouraged to attend events and the turn out is usually very high for the children taking part. We often post events children have taken part in or attended on our school website to maintain our school-home connections. This informs the parents of the music curriculum at NJS whilst also sharing some of the exciting opportunities the children have been fortunate to attend and learn from.</p>			

## Action Plan: Musical Events and Opportunities

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	To complete a pupil voice in order to plan musical events and opportunities across the academic year.	July 2024	In progress
	2	To look at ways to ensure music is a part of everyday life at Newport Junior School.	July 2024.	In progress
	3	To establish connections with the next stages of musical education (Local Secondary schools) to ensure a smooth transition between primary and secondary music teaching.	July 2024	In progress

### Musical Events and Opportunities Prompt:

Is there a designated member of school staff (head of department/lead music teacher) who holds suitable qualifications/ experience for leading music in school?
In collaboration with the designated music leader, do senior leaders drive the development of music across the school and advocate for the importance of music in school life.
Is there a named governor who takes responsibility for monitoring music (arts)?
Is Pupil voice is taken into consideration when planning the school music curriculum, events and opportunities?
Does the school embrace music that is relevant to the pupils, nurturing and embracing their musical interests?
Is Music an everyday or occasional part of school life?

## Budget, CPD and Partnerships

Area	Detail
What <b>Budget and/or Resources</b> do you need to achieve your action plan?	Telford and Wrekin Music Service – 30 weeks (10 weeks per class) of strings lessons have been budgeted for the academic year 2023-2024. Due to year 5 having a brass taster session, the decision was made for the opportunity to be in the lower key stage (Year 4).
What <b>CPD</b> might be required to achieve your action plan?	CPD may be required to support staff when teaching singing. As music lead, staff are always able to ask for support when teaching as and when they require. I will continue to complete any appropriate CPD throughout the year via courses or my own research.
What <b>Partnerships</b> will you put in place to achieve your action plan?	As music lead, I intend to create links to the local secondary schools in order to meet the actions set out in this plan. We will maintain links with local primary schools to make the Newport \big sing an annual event.
<b>Supporting Documents:</b> 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.	Please look at the following documents: <ul style="list-style-type: none"> <li>• Music Policy</li> <li>• Music Long Term Plan</li> <li>• Music Assessment Grids 23-24</li> <li>• PC BV CC Music September 2023</li> <li>• Music Crib Sheet</li> <li>• Music – Medium Term Plan from Music Solutions Curriculum</li> </ul>

**Budget, CPD and Partnership Prompt:**

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

Do children have to share instruments to participate or is there enough equipment for each student to have their own?

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/Macs/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?

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 the Telford Music Service?

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?

## Appendix 1 – Useful Resources for Teachers.

### Useful Resources for Schools

<https://www.telfordandwrekinmusic.co.uk/> Telford and Wrekin Local Music Service

**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](http://www.bbc.co.uk/tenpieces)

**Sing Up** – Vocal resources for your school (annual membership required)

[www.singup.org](http://www.singup.org)

**Charanga** – Digital music teaching resource (annual membership required, discounted for all primary schools in Wolverhampton)

**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](http://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](http://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](http://www.musicalfutures.org)

**Garage Band** – Apple's leading digital music-making tool

[www.apple.com/mac/garageband](http://www.apple.com/mac/garageband)

**Music Mark** – The National Association for Music Education

[www.musicmark.org.uk](http://www.musicmark.org.uk)

**The Incorporated Society of Musicians (ISM)** – Professional body for musicians and subject association for music

[www.ism.org](http://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](http://www.musicalcontexts.co.uk)

## Appendix 2 – Primary Music Lead – Subject Knowledge & Skill Audit & CPD Suggestions

<b>Area of Knowledge, Skill or Understanding</b>  <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	<b>Level of Knowledge, Skill or Understanding...</b>  (tick appropriate column)				<b>Any Relevant Evidence of Knowledge, Skill or Understanding to be noted</b>
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
<b>Your Performance skills:</b> Please list any instruments you play or have studied previously and the approximate level you feel you have achieved.					Music lead played Clarinet during primary and secondary school. Also, the music lead attended a local stage school for 7 years.
<b>Performance Skills Classroom Instruments:</b> Please list any classroom instruments you use and your proficiency in the context of the tasks set in lessons.					Music lead will often use school instruments during lessons.
<b>Singing:</b> What do you consider is your level of skill in vocal work in the context of leading class singing effectively in lessons.					Subject lead was a singing and musical theatre teacher during her term at stage school.
<b>Preparing children for performance:</b> What is your understanding of concert preparation and stage etiquette.					Music lead has led multiple performances (Christmas, class and end of year) throughout teaching career.
<b>Improvisation:</b> Your ability to improvise using the instruments/voice used in your scheme?					Music lead is happy to adapt lessons to use the instruments or vocals.
<b>Leading Improvisation:</b> How skilled are you at leading and encouraging pupils to improvise in the scheme you use?					The curriculum is set clearly and opportunities to improvise are not often due to ensuring children are taught the appropriate skills.

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	
<b>Your Composing Skills:</b> To what extent can you compose short pieces suitable for classroom groups and/or school ensembles?					Music lead had attended CPD from the curriculum providers and has provided CPD for staff at school.
<b>Composing in the Classroom:</b> Your ability to teach, lead and encourage your students to compose in your scheme.					Opportunities in all year groups for children to compose and often can be completed with/alongside the teacher.
<b>Arranging Skills (class):</b> Your ability to arrange pieces for students using classroom instruments.					A small range of instruments available.
<b>Arranging For School Ensembles:</b> Your ability to arrange pieces for wider school ensembles					Singing and performance ensembles.
<b>Notation:</b> The National Curriculum requires all pupils to learn and use notation. How confident are you in using and teaching notation to students.					Music curriculum builds on this every year. This is continued from the Infant School.
<b>Conducting/Directing Ensembles in the Classroom or School:</b> Please indicate your own skill and experience.					
<b>The Inter-related Dimensions Of Music:</b> Your knowledge of pitch, duration, dynamics, tempo, timbre, texture, structure, and how these					Following the curriculum, this is fully established and built upon every year.

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	
feature in all aspects of music i.e. performance, improvisation, composition, listening etc.					
Using apps in teaching					This is something the music lead will look into.
Making video recordings for performances/ assessment					Teachers are encouraged to take videos to use for assessment and as evidence.
Making audio recordings for performances/ assessment					Teachers are encouraged to take audio/video to use for assessment and as evidence.
<b>Western Art Music:</b> Renaissance, Baroque, Classical, Romantic, 20th Century.					Included in multiple elements of the curriculum and music appreciation. Mainly Year 6.

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	
<b>Popular Music:</b> Blues, Jazz, Reggae, Rock, Soul, R n B, Contemporary Dance, Bhangra, Film, Theatre etc.					Included in multiple elements of the curriculum and music appreciation. Mainly Year 3 and 5.
<b>Traditional Music:</b> British and other traditions.					All year groups throughout the curriculum and music appreciation. Spring curriculum.
<b>Music from other cultures and places:</b> Indian subcontinent, Middle East, Far East, African Continent, Latin America, Caribbean, Europe, Eastern Europe					Included in multiple elements of the curriculum and music appreciation.