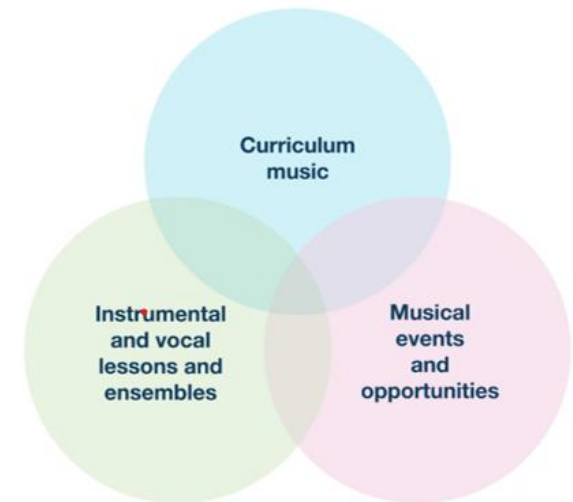


SCHOOL MUSIC DEVELOPMENT PLAN

SCHOOL NAME: Eardisley CE Primary School

COMPLETED BY: Bridget Knight DATE: 01-10-24



Focus area 1: Curriculum

	Not yet in place	Emerging	Established	Embedded
Curriculum	<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>
Further Evaluation Detail	<p>Eardisley School bases its music provision on the Charanga Scheme of Work. Teachers customise the options to ensure progression and breadth. Music teaching incorporates technical, constructive, and expressive aspects of music along with musical appreciation.</p> <p>The Charanga scheme is further supported and enriched by Encore Enterprises which ensures that children throughout Key Stages 1 and 2 have the opportunity to learn a musical instrument, such as the ukulele, tin whistle, violin or samba drums, singing and a wide range of musical appreciation.</p> <p>The school offers a particularly good individual music tuition with approximately 20% of the school taking up either the piano and/or the violin.</p> <p>The above is further supplemented by a range of singing opportunities ranging from our weekly singing Collective Worship to key Stage 2 Young Voices.</p> <p>PPG funds are used to offer individual musical tuition and to support visits to musical events where appropriate.</p>			

Action Plan: Curriculum

Area	Set your school some actions here		Review date	Status
Curriculum	1	Revisit and review Charanga scheme with further CPD opportunities for new staff.	30 November 2024	In progress
	2	Revisit and review the Long Term Plan for music to ensure it reflects our progression and curriculum offer.	30 November 2024	In progress

Focus area 2: Instrumental and Vocal Lessons and Ensembles

	Not yet in place	Emerging	Established	Embedded
Instrumental and Vocal Lessons and Ensembles	<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 through Encore Enterprises. 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>

Action Plan: Instrumental and Vocal Lessons and Ensembles (complete as many as applicable)

Area	Set your school some actions here		Review date	Progress
Instrumental and Vocal Lessons and Ensembles	1	Develop a long term singing strategy.	April 2025	Click for option
	2	Track and monitor musical engagement in singing.	April 2025	Click for option
	3	Reestablish a school choir.	30 November 2024	Click for option

Focus area 3: Musical Events and Opportunities

	Not yet in place	Emerging	Established	Embedded
Musical Events and Opportunities	<p>Engagement with Encore Enterprises and the Herefordshire and Worcestershire Music Education 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 Encore Enterprises and the Herefordshire and Worcestershire Music Education Hub (such as Music on the Move or singing events) 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 Encore Enterprises and the Herefordshire and Worcestershire Music Education 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 has links to the wider music eco-system and actively encourages students to join Encore's Ensembles. Students benefit from interactions with those working in the profession.</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 so that progression routes can be signposted meaningfully</p>

Eardisley CE Primary School is a long-established member of the Encore Enterprises and makes use of opportunities from the Herefordshire and Worcestershire Music Education Hub, through events such as Music on the move.

The children in Y 5 and 6 last year were commissioned to write a song that was sung in a Hereford church as part of World Earth day. Musical tuition is well supported by parents with 25% of our children having one to one music provision and one parent supplementing our school electric guitars with a gift of 2 for the school.

In previous years, pupils have sung to the local community at Eardisley tea parties at least twice a year. Musical drama is part of our twice-yearly performances to parents.

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	Establish links with local high school music departments to embed progression and a shared mission.	30 April 2025	Click for option
	2	Develop a planned repertoire of community events.	30 April 2025	Click for option

Area	Detail
<p>What Budget and/or Resources do you need to achieve your action plan?</p>	<p>Supply cover x1 day to complete paperwork.</p>
<p>What CPD might be required to achieve your action plan?</p> <p>(What CPD does Encore provide? Can the music lead provide CPD? Are there other external training partners?)</p>	<p>Charanga CPD for all teaching staff. Encore CPD</p>
<p>What Partnerships will you put in place to achieve your action plan?</p> <p>(e.g. arts and cultural professionals and organisations, local area music hub)</p>	<p>Continue Encore Enterprises partnership.</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>	

Appendix 1 – Useful Resources for Teachers

Useful Resources for Schools

Encore Enterprises – part of the new, combined Herefordshire and Worcestershire Music Education Hub

[Home](#) | [Encore Enterprises \(encore-enterprises.com\)](http://encore-enterprises.com)

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

Charanga – Digital music teaching resource (annual membership required, discount for those schools delivering their own Whole Class Ensemble Tuition) [Encore Enterprises CIC \(Herefordshire\) \(herefordshirecharanga.com\)](http://encore-enterprises-cic-herefordshire.com)

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

Sparkyard – an online resource with all of Out of the Ark songbooks, as well as a curriculum resource. Herefordshire schools receive a 30% discount when signing up through Encore [Start Your Free Trial Now! | Sparkyard](#)

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. Herefordshire schools receive a 25% discount when signing up through Encore

<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

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

Area of Knowledge, Skill or Understanding Primary Schools using a mix of specialist and non-specialist staff to teach music	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.					
Performance Skills Classroom Instruments: Please list any classroom instruments you use and your proficiency in the context of the tasks set in lessons.					
Singing: What do you consider is your level of skill in vocal work in the context of leading class singing effectively in lessons.					
Preparing children for performance: What is your understanding of concert preparation and stage etiquette.					
Performance based CPD: Please list any performance based CPD you would like. This could be on particular instruments, singing or preparation for performance.					

Area of Knowledge, Skill or Understanding Primary Schools using a mix of specialist and non-specialist staff to teach music	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	
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?					
Your Composing Skills: To what extent can you compose short pieces suitable for classroom groups and/or school ensembles?					
Composing in the Classroom: Your ability to teach, lead and encourage your students to compose in your scheme.					
Arranging Skills (class): Your ability to arrange pieces for students using classroom instruments.					
Arranging For School Ensembles: Your ability to arrange pieces for wider school ensembles					
Notation: The National Curriculum requires all pupils to learn and use notation. How confident are you in					

Area of Knowledge, Skill or Understanding Primary Schools using a mix of specialist and non-specialist staff to teach music	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	
using and teaching notation to students.					
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
Conducting/Directing Ensembles in the Classroom or School: Please indicate your own skill and experience.					
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?				
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 Knowledge, Skill or Understanding Primary Schools using a mix of specialist and non-specialist staff to teach music	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	
Music Technology: Please Indicate any areas you have some experience of using.					
Using apps in teaching					Please list any apps or websites you use regularly.
Charanga musical school					
Making video recordings for performances/ assessment					
Making audio recordings for performances/ assessment					

Area of Knowledge, Skill or Understanding Primary Schools using a mix of specialist and non-specialist staff to teach music	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	
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.					
Popular Music: Blues, Jazz, Reggae, Rock, Soul, R n B, Contemporary Dance, Bhangra, Film, Theatre etc.					
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					
Areas of expertise not covered above: This might include particular genres/styles of music; multi-media applications or work that links with other art forms; or other musical expertise					