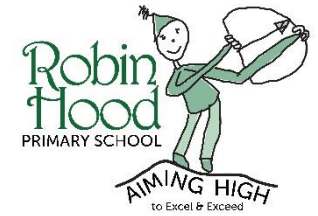


School Music Development Plan (ROBIN HOOD Primary)



The School Music Development Plan

Extracts from [“The power of music to change lives – A National Plan for Music Education”](#) (DfE 2022)

In partnership with their Music Hub, [DfE] would like **every school** (including multi-academy trusts) to have a **Music Development Plan** that captures the curricular and co-curricular offer and sets out how it will be staffed and funded, in place for academic year **2023/24 at the latest**.

The School Music Development Plan should set out how the school will deliver high-quality music provision for all pupils in the three areas of curriculum, co-curricular and enrichment, and against the key features set out.

Plans should consider how the school will staff and fund this provision, including how staff development will be supported, how the school will work with its Music Hub to support and build on this provision, and how the school will monitor success.

The school should also consider developing a music progression strategy, as part of their Music Development Plan, developed with their Music Hub... considering opportunities for pupils to pursue music beyond the core curriculum, and how they can be supported to access those. The strategy should consider the barriers pupils may face and the role of the school in helping them, setting out key elements:

Capturing this in a Music Plan will help a school to:

- engage critically with its music offer
- feed music into wider school improvement
- open a dialogue with Music Hubs to enhance in-school provision and connect pupils to broader opportunities
- publicise their music offer to pupils and parents, including on the school website, so families know what to expect

Pupils from families with little experience of music education may benefit from mentoring via the Hub, to support and chart their progression. This could be communicated by publishing the school Music Development Plan, allowing parents to understand the school’s approach to music.

School leaders and music teachers should be able to articulate how any aspiring musician in their school can access high-quality opportunities. To reach their full potential, pupils may want to attend a Saturday Music Centre or a local ensemble, in school or beyond.

School Music Development Plan: progression strategy

Schools should consider developing a music progression strategy, ***developed with their Music Hub***, for pupils to pursue music beyond the core curriculum, and how they can be supported to access those. ***The strategy should consider barriers pupils may face and the role of the school in helping them.***

The relationship between Schools/Trusts and the Music Hub

Hubs building strong relationships with local state-funded schools and multi-academy trusts is crucial. While it is the responsibility of all schools to deliver music well, Hubs should support and empower them to excel:

- Schools to have a **Music Development Plan**, owned by the school, but **Hubs should initiate discussions & support schools to develop them.**
- **Music Development Plans** should consider how the school and the Hub will work together to provide broad and high-quality opportunities for all pupils. For example, through WCET/large/small-group tuition, instrumental tuition for pupils (and teachers), CPD and networking opportunities.
- Hub partnerships should communicate their offer to schools, both what they already do and what they could do
- Discussions should be two-way, considering also **what the school could offer its wider community, through and in partnership with the Hub.**

School Music Development and Progression Plan Robin Hood Primary School

DfE key features of high-quality school music NPME22	School strategy question prompts	Music Hub support for developing this plan, with linked programmes	Info for pupils/parents/carers, including on school website
PARTNERSHIPS & PUBLICITY 1. School music plan publicised to pupils/parents 2. Schools, trusts and music hubs work together to improve the quality and breadth of music education for C&YP	<i>Is a user-friendly version of this plan, outlining progression routes and other opportunities publicised to parents, including on the school website?</i> RHPS will draft and publish on its website, a user-friendly version of the Music Development and Progression Plan. <i>How will your school/trust work with the music hub to provide broad and high-quality opportunities for all pupils?</i> RHPS has worked closely with Nottingham Music Service (NMS) for the last 10 years as part of the In Harmony programme and continues to access and support curriculum, extra-curricular and enrichment opportunities offered by NMS. RHPS will attend the Hub for Music Network Meetings, to keep up to date with local and national news, events and opportunities for pupils to have wider experiences. We will access CPD offered by the Hub to ensure that our curriculum offer is of the highest quality and we will attend and promote ensembles, activities and performances from or hosted by them. <i>What can your school/trust offer its wider community, through and in partnership with the music hub?</i> City-wide concerts in local secondary schools, Christmas in the City and area band performances. School choir has opportunities to perform at local events such as Bestwood lights switch-on and also at local care homes.	Support for developing this plan and ongoing discussion about possibilities and connections Links on music hub website	Summary of school music development plan on school website, signposting opportunities in school, and through the music hub/trust Explanation of how school/trust/music hub will work together and how children can progress and access high-quality opportunities Links to the music hub

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CURRICULUM PROVISION 3. Timetable curriculum music of at least one hour each week of the school year	<i>What is the overall timetable plan for music?</i> <i>Foundation stage –</i> <i>KS1 – 2 hours of music tuition over 3 weeks and a singing assembly every other week.</i> <i>KS2 – 1 hour of music each week with a singing assembly every other week.</i> <i>How is the curriculum sequenced so that by the end of primary school pupils meet key outcomes on page 28 of NPME22</i> <i>RHPS music curriculum closely follows the Nottingham Music Progression Framework, developed by the Music Hub with input from schools across the city and modelled on the MMC.</i> <i>Is music for listening, singing and performing inclusive and reflective of diverse musical cultures?</i> <i>Musician of the month – diverse; KS1 and yr 3 lessons start with listening based primarily on the MMC but also on traditions from within school community ; performance includes, djembes, samba, folk and a wide range of traditions across the string repertoire from Pachelbel's Canon to English folk, Latin, African freedom songs and rock and roll.</i> <i>Does input to the curriculum from music hub and/or other providers integrate into a logical progression framework?</i> <i>Both the school's and music hub's progression of lessons is based on the Progression Framework.</i>	Nottingham progression framework for music KS1-2. Resources on MusicHubSCHOOLS and Music Progression Framework – contact info@nottinghammusicub.org.uk for access CPD and networks, both locally and through MEHEM (Music Education Hubs of the East Midlands) Limited offer of curriculum delivery outside WCET/first access (at full cost recovery) if capacity available	Overview of curriculum

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FIRST ACCESS -INSTRUMENTAL LEARNING 4. First access to instrumental learning for all children built into regular class time, at no cost to the pupil, through Whole Class Ensemble (WCET) or large group tuition	<i>Is this first access programme properly embedded both in the school's curricular music offer and a clear progression strategy?</i> <i>WCET is 1 lesson per week both in year 4 and year 5; opportunity to continue into year 5 and 6</i> <i>How will the music lead and class teacher work with the music hub to determine how this tuition would work best for their pupils, and to understand how each pupil has progressed through the programme so they meet the outcomes on page 30/31 of NPME22</i> <i>Music hub staff make assessments on attainment two times a year. This assessment is used by the music lead and class teacher to make an overall assessment of each pupil's musical attainment.</i> <i>What reasonable adjustments are you making so that every child can access this programme?</i> <i>SEND children are considered in every music lesson within the lesson plan so that they can access as much as possible. Adjustments are made such as ear defenders for autistic or sensory sensitive pupils. We have access to the provision of adapted musical instruments through the music hub. Parts are adapted where necessary so that all children can access playing on their instrument. E.g. playing open strings instead of using fingers.</i> <i>Do classroom teachers participate in first access lessons, and support the specialist teachers in enabling pupils to engage fully, maximising the chances of success?</i> <i>Usual class teachers attend and participate in the lessons, supporting and encouraging pupils as well as assisting in leading warm-ups etc</i>	Music Hub offers Whole Class Ensemble or large-group programmes to all primary schools in the city – first access designed for year 4 Nottingham progression framework for music KS1-2 demonstrates how WCET, based in year 4, forms part of carefully planned sequenced progression Music hub assessment sites for each school. Contact info@nottinghammusicshub.org.uk if you do not already have access to the one for your school Music Hub adapted instruments programme for SEND pupils (contact info@nottinghammusicshub.org.uk for info) CPD for schools and classroom teachers – including possibility of instrumental training for staff	Information about the first access (WCET/large-group) programme, how it fits within the curriculum, and signposts to opportunities for continuing to learn an instrument afterwards

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PROGRESSION – BEYOND FIRST ACCESS 5. Provide access to progression routes/lessons across a range of instruments and voice 6. Access to small-group and 1:1 instrumental tuition as appropriate	<i>How will pupils be supported to take instrumental learning beyond the core first access experience, and progress on their chosen instrument?</i> <i>Chn are given the opportunity to attend small group lessons in year 5 and 6, in addition to the whole class teaching. Children in these groups have the opportunity to take grade exams.</i> <i>Have school and music hub developed a shared understanding of how best to do this most effectively?</i> <i>The timing for this is agreed in discussion with the school and music hub staff.</i> <i>How is this instrumental and vocal tuition incorporated into the school day through the timetable?</i> <i>Small group lessons are timetabled in with the Headteacher before the start of the new school year so that class teachers can accommodate these in their timetables from the start of the year.</i>	Music Hub offer follow-on small/large group or 1-1 instrumental teaching and/or help to connect with other providers Music hub staff in schools available for discussion	Outline of available instrumental progression routes for beyond the initial first/access WCET experience
INSTRUMENTS & PRACTICE FACILITIES 7. Support for children to access instruments 8. Provide space for rehearsals and individual practice and to store instruments	<i>Is there a bank of instruments in school/across a trust available to access?</i> <i>Yes</i> <i>Are there clear signposts to instrument loan schemes via the music hub or others?</i> <i>Not necessary while attending RHPS, as enough instruments for all but Music Hub do provide information for parents who request it.</i> <i>What practice spaces and times are available to young musicians?</i> <i>This is still to be developed as routine but Individual chn have previously been accommodated on request.</i> <i>How many students are regularly accessing this provision?</i> <i>None at the moment.</i> <i>What storage is available, and how can instruments be accessed by pupils for practice purposes?</i> <i>Instruments are accessible to pupils at all times</i>	Music Hub Instrument loan scheme	Information about in-school instrument availability and links to music hub/other loan schemes Information about practice spaces available, when, and for what purpose Information about instrument storage and access

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SCHOOL CHOIRS AND ENSEMBLES 9. Develop a school choir and/or vocal ensemble 10. Develop a school ensemble/band/group	<i>What school choirs and instrumental ensembles are available to pupils?</i> <i>KS2 school choir; KS1 singing group; recorder club available to each key stage for one term a year. These are all run by school staff. We also host area band for children in years 5 and 6.</i> <i>How does these reflect the local community and needs/interests of pupils?</i> <i>How do these complement school curriculum provision and link to local out-of-school opportunities?</i> <i>Area band is a natural progression for children who have completed year 4 WCT provision. Recorders are taught in curriculum music lessons in the summer of year 2. Singing happens in every KS1 music lesson as well as in singing assemblies.</i> <i>How can school ensembles impact on the local community?</i> <i>City-wide concerts in local secondary schools, Christmas in the City and area band performances. School choir has opportunities to perform at local events such as Bestwood lights switch-on and also at local care homes.</i> <i>What percentage of the school population are involved with school choirs and instrumental ensembles?</i> <i>TBC once ensembles are properly up and running for 23-24</i> <i>How will these be timetabled to support broad pupil engagement and avoid clashes?</i> <i>Choir and area band are on the after school club plan so that they don't clash with other clubs.</i> <i>Does the music rehearsed and performed reflect diversity of musical genres and cultures?</i> <i>The Music Hub is well regarded and recognised for its diverse musical repertoire. Music lessons across the school are based on</i>	Area Band network, based in schools, coming together regularly across the city Music Camp to support development of skills needed to play in an ensemble Music Hub singing strategy, resources/repertoire and CPD for school staff Resources on MusicHubSCHOOLS site: contact info@nottinghammusichub.org.uk if you do not already have access Performance opportunities for school musicians throughout the year, live and sometimes online Music hub singing groups and ensembles	Information about school choirs and ensembles and how to get involved Links to music hub and other out-of-school support for choirs and ensembles

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	<i>the MMC to ensure that a diverse range of genres and musical traditions are explored across all year groups.</i>		
PERFORMANCE OPPORTUNITIES 11. Develop a termly school performance 12. Provide opportunity to enjoy live performance at least once a year	<i>What performance opportunities are planned each term in school and/or beyond the school?</i> <i>There is at least one performance a term for KS2 classes, including the School Choir and small string groups.</i> <i>Year 2 perform samba drumming in their Rain Forest Fashion Show. KS1 do a Christmas performance full of singing.</i> <i>Clubs have opportunities to perform at the end of each term.</i> <i>Individuals and groups are encouraged to play in Friday assemblies.</i> <i>Are there opportunities for regular classes as well as pupils learning in small/large groups/ensembles?</i> <i>What percentage of the school population have the opportunity to perform?</i> <i>100%</i> <i>How will you plan for each year group to experience live music at least once a year?</i> <i>Year 4 attend the Great Orchestra Experiment; Area Band and choir attend concerts lead by the Robin Hood Youth Orchestra.</i> <i>We have had the Cambridge University Brass give a concert.</i>	All Music Hub programmes in schools can contribute to performances, both in and beyond school Music hub events provide regular performance opportunities School and city ensemble performances featured on Music Hub YouTube channel Range of music hub/other opportunities for schools on music hub Twitter/FB feeds and school email bulletin: contact info@nottinghammusichub.org.uk if not already on mailing list Music hub staff already in schools have potential to give short performances in school Music hub events such as: Great Orchestra Experiment Christmas in the City	Calendar of performances, in and beyond the school (including music hub performances that school pupils participate in) Links to School/Music Hub YouTube channels for performances Programme of live events for each year group

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	Could be small/large scale; secondary/music hub pupils; professional/amateur groups, visiting artists/hub staff	Other music hub events	
PROGRESSION ROUTES OUTSIDE SCHOOL 13. Pupils access relevant local and national opportunities such as ensembles, choirs, workshops 14. Pupils access routes into specialist national music provision where appropriate	<i>How are you working with the Music Hub and /or wider Trust to identify appropriate out-of-school ensembles and other opportunities?</i> <i>All the Music Hub Ensembles are regularly promoted in lessons; at school concerts and through mail shots on Arbor to all KS2 parents.</i> <i>How many children are regularly engaging in music hub or other ensembles/workshops outside school?</i> <i>Around 20 chn at area band.</i> <i>1 chd attends String Folk.</i> <i>How will you identify children who would benefit from more advanced specialist music provision?</i> <i>Music Hub teachers commend and encourage chn with specific musical ability and encourage participation in music hub ensembles.</i>	Area Band network Range of music hub ensembles Music Camp Music hub events and workshops Links to regional and national opportunities Music Hub can advise schools and/or broker connections to specialist national music providers	Links to music hub, trust and other ensembles signposted Specific opportunities signposted as and when appropriate

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OVERCOMING BARRIERS 15. Strategy to help students overcome barriers pupils may face in progressing	<i>What support is in place for those who might face financial or other barriers?</i> <i>All tuition in school is provided free of charge; including small group tuition in the afternoons. Area band subscription is covered by school.</i> <i>Is the Pupil Premium being used to cover/subsidise costs of instruments/small-group tuition/accreditation?</i> <i>PP is used to subsidise (and where appropriate, cover) the cost of Accredited Music Exams (MTB)</i> <i>What support is available to enable pupils to come out of lessons to take part in small-group/1-1 instrumental and vocal tuition?</i> <i>This available to all year 5 and 6 pupils who wish to take advantage of the lessons.</i> <i>Do pupils know about and take advantage of the additional sessions run by the music hub to support progression through ensembles and working towards music exams?</i>	Support sessions for YP working towards exams Support for learning through hub ensembles	Signposting support for pupils to enable them to access follow-on small/large group tuition and ensembles both in school and through the music hub