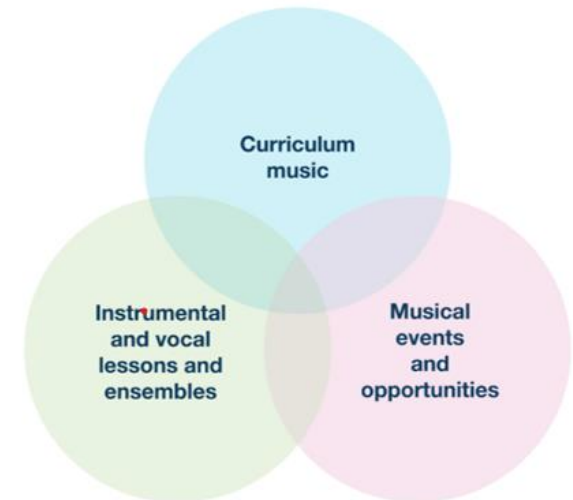


SCHOOL MUSIC DEVELOPMENT PLAN

SCHOOL NAME: Bushbury Hill Primary School

COMPLETED BY: Mrs Charlie Price **DATE:** November 2024



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.

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>
	Our Curriculum best fit is: Established			

The music curriculum at Bushbury Hill is planned across all year groups in line with the National Curriculum. The music curriculum is planned for in all year groups (Nursery to Year 6) and skills sequenced progressively across Key Stages as guided by the National Curriculum.

The curriculum is planned with consideration for transition, taking into account the expectations of the KS3 curriculum as we follow the Charanga scheme. Children develop an understanding on how to sing healthy and musically through weekly singing assemblies, weekly music lessons and extracurricular clubs. Teachers use the Bushbury Hill progression of skills document to ensure Music is delivered at the appropriate level for all children. Staff can ensure lessons are adapted to ensure children of all abilities are able to access the curriculum. Teacher use the schools non-core tracker to assess music at the end of each unit.

We have a dedicated music room which is well equipped and timetabled for all classes to use. Instruments are stored in the music classroom in a central location so that all children can have access during their music lessons.

Wolverhampton Music Service lead whole class recorder lessons weekly for pupils in year 3 and additionally a small group of children from Years 4, 5 and 6 who show a musical flair have the option to continue learning how to play the recorder to a higher level. Concerts and live music are performed termly for pupils across the school from nursery to year 6 (Music School visit, whole school pantomime, Young Voices Choir, Christmas productions and Year 6 production). Music is embedded through cross curricular activities e.g Diwali day, Spanish day – Flamenco music and dance session, world book day etc for the whole school. Children in Nursery, Reception and Year 1 use songs for routines. E.g. Time to line up, tidy up and Time to go home. The Charanga scheme plans for a variety of genres and historical periods. Children are given the opportunity to perform at different times throughout the year. Music is a timetabled subject, key musicians are celebrated each week in assemblies and Years 1 -6 also take part in weekly singing assemblies.

Action Plan: Curriculum

Area	Set your school some actions here		Review date	Status
Curriculum	1	Provide more opportunities for digital music.	July 2025	No
	2	Ensure ongoing drop-ins and pupil voice is completed quality assure the delivery of the Music Curriculum in school.	July 2025	In progress
	3	Encourage children and staff to promote use of KS2 Yumu Logins so the children can access the charanga resources at home.	April 2025	In progress
	4	Monitor the Music assessments termly to identify gaps and areas for development both for children and CPD for staff.	July 2025	In progress
	5			Click for option

Focus area 2: Instrumental and Vocal Lessons and Ensembles

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</p> <p>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 Wolverhampton Music Service. 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>
<p>Our Instrumental and Vocal Lessons and Ensembles best fit is: Established</p>				
Further Evaluation Detail	<p>Wolverhampton Music Service lead recorder lessons weekly for pupils in year 3. Bushbury Hill provides small group recorder tuition from Wolverhampton Music Service. Years 1-6 sing weekly in singing assemblies. Pupils have the opportunity to attend musical clubs: Young Voices choir club and performance at Young Voices event at BP Pulse Live Birmingham, keyboard club and computing club where some time is spend creating digital music. Community events such as Sing 4 Christmas was attended by Year 4 children. Over the year pupils have the opportunity to perform to peers in assembly and to parents at special events.</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	Provide more opportunities to perform to parents.	July 2025	In progress
	2	Run a singing/music club for KS1 children in the Summer Term.	July 2025	No
	3	Collect data regarding the percentage of children both in school, in the ward and in the city.	July 2025	In progress
	4	Organise more opportunities to perform within the community.	July 2025	No
	5			Click for option

Focus area 3: Musical Events and Opportunities

	Not yet in place	Emerging	Established	Embedded
Musical Events and Opportunities	<p>Engagement with the Wolverhampton 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 Wolverhampton Music Hub (such as the Big Sing event) 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 Wolverhampton 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 has links to the wider music ecosystem and actively encourages students to join the Wolverhampton Music Service Ensembles.</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>

			Students benefit from interactions with those working in the profession.	The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully.
	Our Musical Events and Opportunities best fit is: Emerging			
Further Evaluation Detail	<p>Wolverhampton Music Service singing lead delivers singing workshops. The school takes part in a wide range of opportunities from Wolverhampton Music Hub, such as the Big Sing events. Musicians support the curriculum through workshops and performances delivered the pupils. E.g Wolverhampton Music School live concert. Events are shared with parents through Class Dojo and invitations to come and watch. Bushbury Hill has been awarded Music Mark for our contribution to music education. Some pupil voice is taken into consideration when planning the school music curriculum and musical events. Bushbury Hill embraces music that is relevant to the pupils and supports their interests. Music is an everyday part of school life and embedded across all subjects. Music lead has 12+ years of experience in leading Music, she has received CPD from Charanga and Wolverhampton Music School by attending courses and being involved in the whole class music lessons.</p>			

Action Plan: Musical Events and Opportunities

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	To assign a governor with responsibility for monitoring music.	April 2025	No
	2	Complete more pupil voice opportunities to discuss their interests and ideas.	April 2025	In progress
	3	Further training for Music Lead and CPD to be provided for all staff based on confidence survey.	July 2025	No
	4			Click for option
	5			Click for option

Budget, CPD and Partnerships

Area	Detail
<p>What Budget and/or Resources do you need to achieve your action plan?</p>	<ul style="list-style-type: none"> ● Apply for extra funding for more pupils to receive instrumental tuition. ● Purchase more untuned percussion instruments. ● Raise funds to provide transport for children to attend the Singing in the halls concert.
<p>What CPD might be required to achieve your action plan?</p>	<ul style="list-style-type: none"> ● Sharing skills and knowledge. ● Wolverhampton Music Hub Training. ● Further training from Charanga for Music Lead and staff who request. ● Instrument CPD for staff – online training videos.
<p>What Partnerships will you put in place to achieve your action plan?</p>	<ul style="list-style-type: none"> ● Continue to develop links with Wolverhampton Music Service. ● Make contact with local venues (care home) to arrange singing opportunities. ● Possibly organise a sing along/choir group for parents and their children???
<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>	<ul style="list-style-type: none"> ● School Improvement plan ● Music Policy 2024-25 ● Pupil Premium policies

Appendix 1 – Useful Resources for Teachers.

Useful Resources for Schools

<https://wolverhamptonmusicservice.org.uk/> Your local Music Service – see Important docs for schools for mode contracts, letters and advice on setting up instrumental teaching in school.

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, 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

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
<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 <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	
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.					

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	
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.					
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?					

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	
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					
Composition/Improvising Please list any areas and in what context you would welcome CPD on.					
Notation: The National Curriculum requires all pupils to learn and use notation. How confident are you in 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

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	
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.					
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					

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	
Making video recordings for performances/ assessment					
Making audio recordings for performances/ assessment					
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.					

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	
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: <i>This might include particular genres/styles of music; multi-media applications or work that links with other art forms; or other musical expertise</i>					