

Music Development Plan

John Blow Primary School | 2024/25

Date of writing: June 2024

Review: June 2025

Lead for this plan: Miss Eagle

**“To enable all children and young people
to learn to sing, play an instrument
and create music together,
and have the opportunity to
progress their musical interests and talents,
including professionally.”**

The Power of Music to Change Lives, the National Plan for Music Education in England June 2022

Our vision:

At John Blow Primary School, we strive to provide an environment where children can be the best they can be. Through the delivery of a collaborative, engaging and purposeful curriculum, children will become prepared for the challenges that they face as they grow and develop. This is underpinned by opportunities to enhance pupils' cultural capital. By lighting the spark for life-long learning, John Blow pupils will become resilient, hard-working and focused learners with positive relationships central to their academic, emotional and mental well-being development. Our motto is: "Be the best you can be". Music fits perfectly into our vision and we set out here where we currently are and where we aim to be.

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>
	<p>In JBPS our current assessment of Curriculum is: Developing</p>			
Further Evaluation Detail	<p>Music is a core thread that runs through EYFS. it's used to support classroom and behaviour management; it's used to engage learning and spark an interest in topics the children are exploring.</p> <p>From September EYFS will be using the Sparkyard Music Curriculum in collaboration with the Inspire Music Curriculum.</p> <p>The teacher is very comfortable with singing and music making.</p> <p>KS1 has had early discussions on the music curriculum and how that looks from day 1 in September. Music will be used in routines and cross curricular work as well as discreet and bespoke time for exploration of music as guided by the Inspire curriculum (based on National Curriculum and the Model Music Curriculum).</p> <p>KS2 has WCET provision bought in from the Nottinghamshire Music Hub for years 3-6. Currently this provision is partly on TOOTS for years 3&4 and vocal based for years 5&6. The sessions will cover all aspects of the National Curriculum and use the Inspire Music Curriculum.</p> <p>With use of the Inspire passport system, all children will be able to map their progress and see where they currently are, and where they are going next.</p> <p>Singing forms a large part of provision in JBPS with a whole school singing assembly plus singing daily in classrooms and in hub music provision.</p>			

Pupils are continually asked about their personal progress and can offer ways for progress and improvement. Musical language is known and used in correct contexts.

Lessons are held either in classrooms with suitable technical requirements or in the school hall, as appropriate.

Action Plan: Curriculum

Area	Set your school some actions here		Review date	Status
Curriculum	1	Combination of the school routines and behaviours which are explored through music and the progressive curriculum which is done for the explicit purpose of music	December 2024	In progress
	2	An area of development from September 2024 to form a progressive and cohesive plan across the school	June 2025	In progress
	3	Alter provision from vocal only in years 5&6 to curriculum based provision	December 2024	In progress
	4	We will consider ways of capturing the progression of all pupils and incorporating self reflection	June 2025	In progress
	5	We are engaging in training across the year with our music hub representative	June 2025	In progress

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 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 Inspire 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>
At JBPS our Instrumental and Vocal Lessons and Ensembles assessment is: Established				
Further Evaluation Detail	<p>Singing strategy is well established and JBPS forms part of the Nottinghamshire Singing Hub School network. Part of that remit is to ensure that we are available for peer to peer support with our neighbouring schools. School performance is from an early age whether that be to visitors to classrooms, larger events in school or external events run by the Music Hub.</p> <p>Instrumental lessons are offered and taken up by a large percentage of the school. We can get better at communicating these provisions to our parents.</p> <p>We are able to put groups together for our performances but we currently do not hold small ensembles. We do signpost to local opportunities run in the local town and those run by the Music Hub.</p> <p>Music is an integral part of our events and singing, in particular, is a way in which John Blow celebrates achievements.</p>			

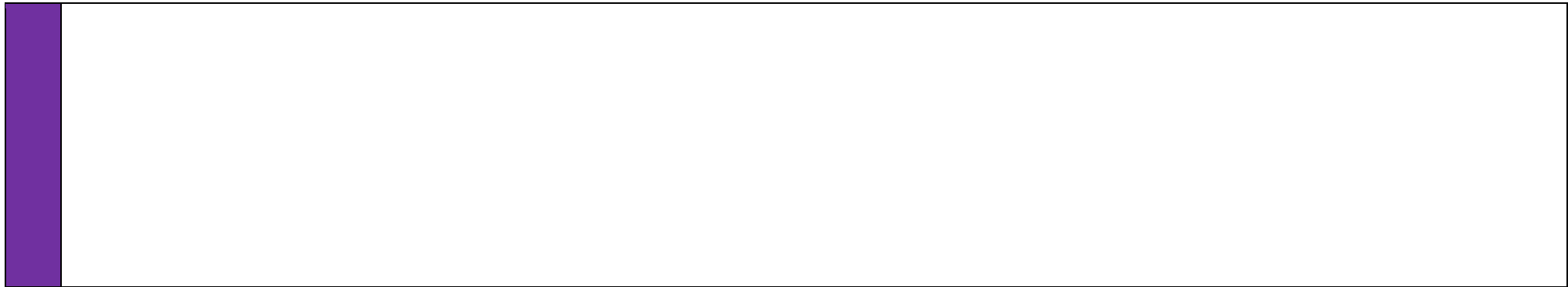
We make use of the remission policy within Inspire Music and also support our pupils further if necessary. We aim to look holistically at the best opportunities for each child.

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	Ensure that all parents know about the provision offered	December 2024	In progress
	2	Inform parents of the progression routes from school music (in the classroom) to small group tuition	December 2024	In progress
	3	Investigate small group ensembles to add into termly concerts	December 2024	In progress
	4	Use a greater diversity of repertoire throughout the year	June 2025	In progress
	5	Make the pathways into music tuition clear for those receiving pupil premium / needing remission	June 2025	In progress

Area 3: Musical Events and Opportunities

	Not yet in place	Emerging	Established	Embedded
Musical Events and Opportunities	<p>Engagement with the Nottingham and Nottinghamshire 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 Nottingham and Nottinghamshire Music Hub (such as the Big Sing event; Inspired Christmas; National Youth Choir) 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 Nottingham and Nottinghamshire 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 eco-system and actively encourages students to join the Nottinghamshire Music Service 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 Nottingham and Nottinghamshire 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>
	In JBPS our Musical Events and Opportunities current assessment is: Embedded			
Further Evaluation Detail	<p>As a Singing Hub School we attend many events held in conjunction with Nottinghamshire Music Hub. We form a core of the Inspire primary voices choir which performs at the Royal Concert Hall; Albert Hall, Nottingham; Kelham Hall and other key venues. We actively encourage our students to join in county wide ensembles and perform in their communities.</p> <p>Our year 3&4 pupils attend and perform with the Hallé orchestra yearly.</p> <p>We hold regular meetings with the Music Hub lead officer and plan our provision in line with the Hub calendar of events. In addition we hold our own in school and in community events.</p>			



Action Plan: Musical Events and Opportunities

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	Continue with our community events but broaden them to create more engagement	June 2025	In progress
	2	Ensure that across the school, staff are confident in supporting these events	June 2025	In progress
	3	Offer resources to parents to support their children in music activities by home learning	June 2025	In progress
	4	Make music an everyday occurrence for the children of JBPS	June 2025	In progress
	5	Ensure that there is a strong pupil voice guiding the opportunities	June 2025	In progress

Area	Detail
<p>What Budget and/or Resources do you need to achieve your action plan?</p>	<p>Budget for WCET provision for years 3-6 Budget for transport to and from events School staff budget to support the provision, in and out of school Meeting time with providers / music hub</p>
<p>What CPD might be required to achieve your action plan?</p>	<p>We obtain our CPD through the Music Hub and as a Singing Hub School most of this is available to us with no charge. We map out our year with events that will support our staff to be able to confidently deliver music We are a Music Mark school and can also access their CPD</p>
<p>What Partnerships will you put in place to achieve your action plan?</p>	<p>Our biggest musical partner is the Nottinghamshire Music Hub. Through them we also are able to benefit from their partnerships such as Out of the Ark Music; Ther Royal Concert Hall and the National Youth Choir. We are a Music Mark school and can also access their resources</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>	<p>School Development Plan Inspire Music Curriculum Inspire Music Remission policy</p>

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Budget, CPD and Partnerships

